

# The HATCHET

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George Washington University, Washington, D.C. --Two Sections

Tuesday, October 3, 1967

## NSA Primary Target of SBG Paper

STUDENTS for Better Government (SBG), promising to put politics aside in order to build a "Big League University in the Nation's Capital," brought controversy to campus with the premier issue of the SBG publication "The Little Sarah" last week.

The names and number of National Student Association (NSA) drop-out schools, as quoted in "The Little Sarah," was the primary subject under fire. Amherst, Ohio State and Michigan State, listed as having withdrawn, are members of the NSA, said Student Council President Robin Kaye. SBG asked that GW withdraw from NSA.

Kaye was also surprised by a statement in the SBG paper that the NSA relied on the Central Intelligence Agency for more than 80 per cent of its funds. He claimed that in 1967, the year GW joined the organization, CIA funds accounted for only 6 per cent of NSA's total.

SBG Chairman Brad Cummings reported that this year his organization, which was founded three and one-half years ago as a GW political party, "has changed practically everything except its name." Cummings said SBG was no longer a political party, but would act as a service organization. He envisions "task forces" to investigate a facet of University life and then report its findings and make proposals to the administration.

Cummings continued to say the SBG would like to take over the Student Council because he did not think it was a very effective body. Because of this ineffectiveness, said Cummings, SBG was formed.

Comparing the role of SBG with that of the Council, Cummings felt that the two organizations are not on a collision course over any issue.

SBG membership has, in the past, been around 200; a goal of 300 was set for this year. Less than 20 people attended their first organizational meeting last Wednesday.

## Hollomon Report Forgotten

## SEAS Offers Four Degrees, Returns to 'Core Curriculum'

by B.D. Colen

ONLY TWO CHANGES have been made in the School of Engineering and Applied Sciences (SEAS), as a direct result of the recommendations made in the "Hollomon Report," a study of the school completed last November.

The report was prepared by the University President's Advisory Committee on Engineering and Applied Science, under the direction of Dr. J. Herbert Hollomon, who was an Assistant Secretary of Commerce at the time the report was prepared. Hollomon is now president of the University of Oklahoma.

The task of the committee was to present a study of the SEAS as it stood at the time the report was prepared, and to provide a plan for the school's future.

According to Dr. H. E. Smith, acting dean of SEAS, the 58-page report is "not very useful."

Dr. Smith said that he felt the report is misleading because it failed to mention the fact that the SEAS was undergoing a four-year experiment during the years the Hollomon group studied it.

"In 1962," Smith said, "we decided to try to teach a unified curriculum with a unified faculty to try to allow the students more latitude. One of the concepts of the experiment was to lure more people into engineering."

Smith said that the "unified curriculum led to a choice of 12 degrees. We tried this for four years and came to the conclusion that this wasn't entirely a good thing."

One of the main problems, he added, was that the program required a degree of advising which the school was not equipped to provide. Also, he said, "The school we tried it in was too small and too limited in resources."

There is no mention of this experiment any place (See SEAS, p. 4)



THE BROTHERS OF Tau Epsilon Phi and friend celebrate pledging of new members to their fraternity in front of Thurston Hall. Pledge list, p. 5.

## 'Nothing in Sight' To Alleviate Campus Parking Lot Squeeze

PARKING, always a problem at GW, has seemed to become even tighter this year. And as long lines of cars wait up to two hours for space, already crammed student lots, there is no immediate solution to the problem.

"There is nothing in sight to increase parking," according to GW Business Manager John C. Einbinder. "We can't provide parking for every student on campus. We just don't have the room. We'd need 5000 spaces for parking for everyone who wanted one."

The acute parking situation brought commuter Martha Conrad to question the University's parking program. Her questions resulted in a conversation between Einbinder, Parking and Grounds Supervisor Joseph Mello, and Assistant Vice-President and Treasurer John Cantini; and Miss Conrad, Student Council President Robin Kaye and Hatchet Editor Berl Brechner.

Einbinder stressed that the University is going to be especially hard-pressed for parking as construction consumes the faculty-staff lot between Crawford and Calhoun Halls, and Student Lot No. 1 behind Tompkins Hall.

As far as long-range planning, however, Cantini told the students that "a parking garage is very much under study." He also noted that in every new building constructed by the University (except where impractical) underground parking will be constructed.

In explaining how tight the situation actually was at GW, Einbinder said there are now two spaces for every three faculty members, and one space for every ten students. "Many staff lots are over-assigned by 100 per cent...And we have a waiting list," he said.

To alleviate temporary parking problems caused by construction, two privately-owned Colonial lots which are located on University-owned property will be taken over by GW.

Asked whether the University could take over more of its commercially-rented parking lot property, to increase student spaces, Cantini said the University

owned only two additional lots, which might possibly be used for students, both of them rather small. He also said the income from rent on the lots was considerably above what could be made using them for student parking.

To offer some additional parking now, said Mello, staff lots are opened to students if the student lots fill after 5:30 p.m.

The situation is so tight that, according to Einbinder, student parking may soon have to be set up on a priority basis, with part-time commuters having first shot at available spaces. He stressed that details of such a plan are by no means worked out. He also noted that campus

parking is a nation-wide problem.

There was also talk at the meeting of imposing a parking registration fee to "make people see what parking is worth," said Einbinder. He said the additional income was not necessary, but the fee would be established from a "psychological viewpoint," and would likely cut down on the number of cars registered.

The parking committee report goes to GW President Lloyd H. Elliott this week. But as of Friday, said Einbinder, it was "still in my hands to be written up."

Students will be involved in discussion of the report, said Cantini.

## University Plans for New Library

by Lesley Alter

PLANS FOR A NEW \$6 million general University Library, including a special collections section and provisions for almost 1,000,000 open stack volumes are outlined in a preliminary program report by Rupert C. Woodward, director of Libraries.

Other specifications in the plan call for seminar rooms, studies for faculty research projects, lounge areas, typing rooms, lockers and almost 1000 carrels, small individual study cubicles.

Executive Assistant to the President William P. Smith explained that since funds have al-

(See LIBRARY, p. 6)



SIR PATRICK DEAN, British Ambassador to the United States, will address GW students tomorrow at 3:45 p.m. in Lisner Auditorium. The program is sponsored by Alpha Phi Omega service fraternity as part of its Distinguished Speakers Series.



## Bulletin Board

Tuesday, Oct. 3

UGF KICK-OFF ASSEMBLY with the Air Force Band will start at 11 a.m. in Lisner.

YOUNG DEMOCRATS will hold a membership drive at the Student Union, 12-6 p.m.

EDUCATION COUNCIL will meet in Stuart Hall, rm. 205 from 4-5 p.m.

WRGW STAFF MEETING will be held in Studio E of Lisner, 5 p.m.

SENATOR AND MRS. PELL of Rhode Island will hold a get-acquainted party for GW students from Rhode Island at their home, 3435 Prospect St., NW, from 5-7:30 p.m.

SIGMA ALPHA ETA, speech and hearing honorary, will hold its initial meeting for all majors and non-majors in Library 1A at 7 p.m.

MODEL SEMESTER COMMITTEE will meet in the Student Council office at 7 p.m.

YOUNG REPUBLICAN'S MIXER will be held at 8 p.m. in the first floor meeting room of Superdorm. Refreshments will be served.

YOUNG DEMOCRAT'S MIXER, with beer, will be from 8:30 to 12 p.m. on the second floor of the Campus Club.

ACADEMIC EVALUATION COMMITTEE will meet in the Student Council Office at 9 p.m.

A.I.E.S.E.C. (Association for the International Education of Students in Economics and Commerce) will hold an organizational meeting in Govt. 2. Students majoring in economics, business or international affairs, and interested in working abroad this summer are invited.

MOVIE "Fail-safe," will be held in Mitchell Hall.

Wednesday, Oct. 4

INTER-FAITH FORUM will feature Dr. William Schmidt speaking on "Religion and the

Scientist" in Woodhull House at 12:10 p.m. Free Lunch.

YOUNG DEMOCRATS' membership drive continues in the Student Union from 12-6 p.m.

ORDER OF SCARLET Petitioning opens today. Order of Scarlet bases its selection on scholarship, leadership, and school service. Membership is open to sophomore and junior men only. Petition forms can be picked up in the Student Activities Office and must be returned by Monday, Oct. 16.

ORDER OF SCARLET Meeting will be at 8 p.m. in Woodhull C.

PRE-MED SOCIETY will have its first meeting and the election of its officers at 8:30 p.m. on Govt. 2.

SOCCER: GW versus American University at American at 3 p.m.

Thursday, Oct. 5

POTOMAC will hold a meeting in rm. 105 of the Student Union Annex at 4 p.m.

ECONOMIC SEMINAR, sponsored by Omicron Delta Epsilon at 4 p.m. on the fifth floor of the library, will feature Dr. Okun of the Council of Economic Advisors. He will speak of fiscal policy.

EASTERN ORTHODOX CLUB'S first meeting will be held in the Alumni Room of Bacon Hall at 8 p.m.

STUDENT MOBILIZATION will hold a second meeting in Monroe 104 at 8:30 p.m.

"CONSCIENTIOUS OBJECTION" will be the topic of informal discussion at the Newman Center at 8:30 p.m.

FRENCH HOOTENANNY with chanteur and guitarist will be held in Lisner lounge at 8:30 p.m. Admission is 50¢.

Friday, Oct. 6

"THE PIT" in the Newman Center is open, as usual, from 8 p.m. to 2 a.m. Bring your guitars.

READING GROUP IN GREEK New Testament will begin in Bldg. O at 11:30 a.m.

Saturday, Oct. 7

SIGMA TAU Engineering Honorary will hold its first formal meeting in rm. 200 of Tompkins Hall at 1 p.m.

EMBASSY TOURS by WRA to the legations of Italy, Nicaragua, Vietnam, and Lithuania will be in the afternoon. Admission is 75¢.

NOVEMBER EDUCATIONAL DOCTORIAL Comprehensive Exam applications due.

SOCCER: GW versus William and Mary at William and Mary at 2 p.m.

Sunday, Oct. 8

INTERNATIONAL STUDENTS SOCIETY will have a faculty club party for foreign students, lower Lisner lounge at 6 p.m.

### Dr. Lavine at Forum

## Man Must Study Inner Self

THE QUESTION, "Can an Educated Person be Religious?" was discussed by Dr. Thelma Z. Lavine, professor of philosophy, at last Wednesday's meeting of the new University Inter-Faith Forum in Woodhull.

Dr. Lavine began the discussion by pointing out that the question should be, "Can a person IN OUR CIVILIZATION, educated in natural and social sciences, be religious?" She noted that there were times when the only education available was religious education.

Dr. Lavine also stressed that as long as there has been any real emphasis on science, "philosophers have been giving religion the shaft."

She noted that the seventeenth century was the starting point of this attitude, and she stated three ways in which the philosophers have applied their beliefs: 1) by attacking the proof of God's existence as being illogical, 2) by noting that attributes of God are projections of man -- i.e. anthropomorphic, and 3) by holding that the tenets of religion are useless and meaningless. An exam-

ple of this third application would be the question, "If God is omnipotent, why is there evil?" In rebuttal to such noted philosophers as David Hume, Dr. Lavine stated that there is no evidence that Hume or any other philosophers who criticized religious claims had had a religious experience. And the chances are if they did have a religious experience, she said, they were unaware they were having one.

She explained what a religious experience is, and cited as examples: "sense of hope, sense of awe for nature, the need to help (which she remarked is a present religious experience of many people who join the Peace Corps), and lastly, a religious experience in common with philosophy -- "the need to experience ... total reality."

These religious experiences, like all others, are transcendent and exhibit a certain selflessness, she said. Dr. Lavine applied her discussion to the topic question, saying, "Not only can an educated man be religious, but he has a hunger for religion because he, the educated man, is most aware of the danger of becoming a thing, an object, a machine in today's world unless man learns to study his inner self."

In conclusion, Dr. Lavine remarked, "If man loses his religiousness, he may wake up one day and find that he does not exist at all!"

of homecoming weekend. The motion was tabled until next Wednesday's meeting.

Engineering Representative Stacy Demming and Phillips proposed that the Council organize a pavilion at the Homecoming Expo which would introduce GW students to the role of student government. The motion was passed and a committee appointed.

Mike Wolly, council program director, reported that for the Fall Concert with the Four Tops, over a thousand tickets had been sold. He proposed that a second concert be performed the same night. Additional cost for the Four Tops, the back-up band, the tickets, and the programs would be about \$4,000.

Also discussed was the change in this year's Student Directory, which will appear within the next two weeks. Because of the new centrex system, Superdorm girls will be listed first, followed by the remainder of the student body, in alphabetical order. Also this year, the advertisements will be grouped together in the front of the directory, and yellow pages will be discontinued.

### Fieldhouse Funds

C. MAX FARRINGTON, director of Special Projects, has been appointed by President Lloyd Elliott to coordinate staff planning for fund raising activities to provide \$4 million in gifts from alumni and friends for GW's proposed fieldhouse.

The remaining \$5 million needed for construction will be sought through Federal grants and loans. Dr. Elliott has asked that fund raising planning for this project be presented to the University's Board of Trustees at its meetings of Oct. 18-19.

As it now stands, the fieldhouse will be built on the block between F and G Sts. and 22 and 23 Sts. The structure will be a combination physical education, recreation building, in addition to holding an 8,000 seat arena for basketball.

## Yearbook Pictures

BECAUSE MANY SENIORS have not signed up for their yearbook pictures, Linda Moore has asked the remaining seniors to sign up this week at the Student Union. A one dollar deposit is required.

Senior Greeks are reminded that they, too, should sign up and

pay the fee at the Student Union, rather than to their respective treasurers. Their pictures will be taken with the rest of the seniors, Oct. 9-13 between 9 a.m. and 5 p.m. on the third floor of the Student Union Annex. Undergraduate Greeks only will be photographed Oct. 2-6.

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PROF. IRA HAMBURG, professor of speech at Howard University speaks at the Student Mobilization for Peace meeting.

# Mobilization Group Seeks Active Role in Peace Rally

by Bill Yarmy

"TELL THE PENTAGON brass what you think of them and their plans for your future," advises a circular being distributed on campus by the Washington Mobilization Committee regarding the planned rally and march to be held in the Capital Oct. 21.

The purpose of the march, according to the committee, is to confront the so-called "war-makers" with active resistance to war effort in Vietnam and the draft at home.

Local attention, however, is focused on the GW's organization for Mobilization headed by Mark Jacobson, a GW freshman.

According to Jacobson, his organization was set up with the help of the national committee. However, Jacobson pointed out that the GW group is not dependent on the national committee for its existence, but works on the theory of a "national-local" type of assistance and cooperation.

Jacobson feels that the part his organization will play on Mobilization Day will be to get as many GW students as possible to participate in the rally and march. Jacobson said that at last Thursday's meeting "there were at least 80 people who demonstrated some interest in the project."

One of the questions brought up at the Sept. 20 Student Council meeting, which considered whether or not the GW group should receive temporary recognition, was the problem of civil disobedience.

Spokesman for the group told the Council that although they expect some sort of disobedience at the rally, "GW will not be attaching its name to any acts of civil disobedience, because civil disobedience was not a policy of the organization."

Jacobson pointed out that acts of civil disobedience are "personal and individual acts rather than those of a cooperative nature."

The guest speaker at last Thursday's meeting was Prof. Ira Hamburg of Howard University, who characterized America's original entrance into Vietnam as "essentially a financial investment but not a commitment where our prestige and ego were at stake."

Hamburg further said that the often mentioned excuse for the U.S.'s commitment, (fighting for the Vietnamese peoples' freedom), is a "farce." For example, he pointed out that 80 per cent of the Vietnamese are peasants who tend the land. Hamburg went on to say that as of yet no real land reform measures have been implemented by the "popular government."

In fact, Hamburg said, the National Assembly voted on this question and only three out of 117 of the so-called "popular representatives" voted for a simple land reform measure.

Turning his attention to the recent elections which Hamburg characterized as "fixed," he pointed out that since the Thieu-Ky ticket received only 33 per cent of the popular vote, 66 per cent of the electorate voted against him, or to be more precise, cast their ballot for someone else.

Prof. Hamburg, who specializes in speech pathology said, "I am qualified to talk on Vietnam simply because I am a citizen of the United States, and that is all the qualifications that I need."

## Career Services Assist Seniors

AS PART OF ITS expanding services, the Student and Alumni Career Services Office, formerly the Student Placement Office, will present the first of a number of representatives from graduate schools on Oct. 16. On this date a representative from the University of Maryland Law School will meet with interested seniors.

The purpose of this program is to give seniors the opportunity to discuss their future plans in group or individual sessions. This graduate school program will be coupled with the established recruiting program, which brings representatives of business, the armed forces, and governmental agencies to the University.

## Want Equality, Expect Chivalry

### Women's Leadership Discussed

by Diana Blackmon

THE NEED FOR "TECHNIQUES of leadership" among women in both campus activities and in future employment was the theme of the Third Annual Women's Leadership Conference, meeting at Airlie House last weekend.

Speaking in the keynote address Saturday, Miss Marguerite Gilmor of the Women's Bureau of the Department of Labor commented that the main problems of the women's employment field are to "open doors and to encourage women to walk through them, once they are open." She stressed that to enter fields of leadership requires that women have "experience in the techniques of leadership, to support and encourage the leadership in others."

Pointing out that nine out of ten women enter the labor market, Miss Gilmor continued, "You should get into a job that you won't mind meeting on Monday morning."

The afternoon session of the conference was devoted to the study of group dynamics, as defined by Mrs. John Beresford, who conducts a bi-annual seminar in group structure and dynamics for the Federation of Cooperative Schools of the District of Columbia.

Her instruction included the more effective methods of conducting meetings, encouraging group participation, and handling special problems of an organization. "You must remember," she urged, "that leadership is given, not taken."

Presenting a male outlook at women's leadership in the "outside world," Dr. S. O. Schiff,

of GW's biology department, enumerated a man's objections to women entering the competition for the "top rungs" of leadership in the economic world.

Men feel "that women are too scatter-brained, too emotional, lack initiative and aggressiveness, and are indoctrinated from birth against taking leadership," according to Dr. Schiff.

"Economic competition with hubby" was also a prime consideration for men whose wives want a career, he commented, particularly if the woman is earning more than the man.

On the problem of women getting equal consideration for jobs and positions of leadership, Dr. Schiff was succinct. "A woman gets pregnant, he said, "and all her training and experience are lost."

In spite of the conflict between what women want -- which Dr. Schiff described as "Women want equality, but expect chivalry"-- there are some conditions under

which women may satisfactorily enter the race for the top levels of leadership, Dr. Schiff feels.

"A woman can make it to the top is she doesn't want a family, can afford to pay for the care of her home and family, or marries a successful man," he continued. He explained that he doesn't feel that a woman can be a full-time leader under any other considerations, without neglecting her responsibilities. Graduate School of Education, conducted an "self-evaluation" of the success of the program on Sunday. The week-end's activities, included the discussion of the speakers' comments and of the individual problems confronting the groups represented.

Organized through the Office of the Dean of Women, the conference was attended by thirty-four delegates, representing nine organizations, hall governments, and sororities.

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Some students who are nutty enough to believe that the Bible is the inspired Word of God will hold a Bible Study in Building O, Room 10, 2106 G St., on Wed., Oct. 4, at 2:45 p.m. Absolutely everyone is invited.



## SEAS--from p. 1

## Hollomon Report

In the Hollomon Report, Smith noted. Instead, the report recommends that the number of the degrees offered by the school be cut substantially from the 12 offered when the report was made.

The report recommends that a standard two-year core curriculum be introduced. It also made other criticisms which applied to the four-year experiment.

The SEAS has gone back to offering four degrees and it has returned to the "core curriculum." However, according to Smith, these changes were planned before the report came out.

Smith said the faculty had not been pleased with the experiment, and was planning to give it up. They found the wider program was not working. "There's no indication in the report," he added "that the school tried this as an experiment."

Another of Smith's complaints was that the report states in its introduction that one of the committee's major jobs was to "recommend a ten-year plan of improvement and development to meet the objectives defined by the committee," and that this proposed ten-year plan is nowhere to be found.

The report, the acting dean said, is made up of statements, which do not apply to GW. He was particularly upset by a statement in the report which reads, "The quality of all degrees offered

should be of the same high caliber whether or not the student is full or part-time." This does not, Smith said, say anything specifically about the SEAS.

"It leaves the reader with the impression," he said, "that the degrees for full and part-time students are not the same. This is completely untrue." He went on to say that the trend today in engineering education is toward part-time study.

Many of the report's recommendations, Smith said, set ideal goals, but give absolutely no hint as to how these goals are to be reached.

The report states that the SEAS should make an attempt to raise the quality of the faculty, to raise faculty salaries, and to try to interest name people in coming to GW. "No university president who is worthy of the title," said Smith "is not constantly trying to do all of these things."

Smith did say that as a result of specific report recommendations the school is expanding its program in continuing education, and the president of Potomac Electric Power Company has been named to the University Board of Trustees in order to have someone on the Board directly concerned with engineering and applied science.

## Overweight?

THE UNIVERSITY PSYCHOLOGICAL CLINIC will again this year work with overweight women students. Women students who are at least 20 per cent overweight are invited to volunteer for participation in the weight control project. Volunteers are requested to inquire in person at the Psychological Clinic before Nov. 15. The Clinic is located in Building N, 718 21st St.

## Administrator To Oversee '68 Freshman Orientation

FRESHMAN ORIENTATION will be slightly changed next year because an administrator will oversee and coordinate the many facets of orientation. Dr. Paul V. Bissell, dean of men, announced there will be a meeting within the next few weeks to go over the procedure to be followed during the coming summer and fall orientation programs.

"This past fall, there were many 'firsts,'" according to Bissell. Among them he numbered the one-day orientation program and classes starting on the Thursday immediately following this. Bissell stated, "With this new set-up, we needed a new way of administering."

As a result, Robin Kaye, Student Council president and a former freshman director, and Jay Boyar, student activities director, assisted this year's Freshman Director Bob Trache in the summer orientation program.

Kaye said, "It is very difficult for any student, even the freshman director, to get the attention needed from all departments for each phase of the orientation program."

Both Kaye and Bissell insisted that any change in the orientation program was not a reflection on the freshman director, but rather on the overall depth of the job as a whole. Kaye explained, "The freshman director is responsible for setting up the entire program and carrying it out. He must take charge of everything. An administration employee would be useful in coordinating dates and keeping an eye out for conflicts."

Trache was even more emphatic. "A coordinator ought

to have primary responsibility, although the freshman director should do most of the planning. But the administrative details make up a full-time summer job. Trying to meet the various deadlines and keeping track of conflicting dates is nearly impossible. There is a definite need

for someone with administrative capacities."

The details of orientation are still to be decided. Bissell said, "My office is always looking for constructive criticism and valid suggestions. We're constantly striving to improve the status quo."

## Generation Gap

"THE HIPPIES and their Social Significance" will be discussed Sunday, Oct. 8 at 10:30 pm as the second show in the "Generation Gap" series on WTOP radio, 1500 AM.

Expressing student views will be Walter Hart and Richard Price. Hart, a non-degree student at American University, owns the Bleeker Street Shop in Georgetown where he is the art consultant for the "psychedelic" ambassador. An Air Force

veteran, Price is presently a senior sociology major at GW.

Adult panelists will be Mrs. Kathy Williams of Georgetown and Karl Hess of Washington, D.C. The mother of two teenagers, Mrs. Williams is now doing graduate study in history at GW. Hess is an assistant to Barry Goldwater and the author of the recent book, "In A Cause This Will Triumph."

Robert Nye will again moderate the program.

## Campus Guards Replaced By 26-Man 'Police' Force

A UNIVERSITY POLICE force of 26 men has resulted from the re-organization of the campus guards of years past. Added responsibilities, such as overseeing Crawford and Strong Halls and the book check-out in the Library, necessitated a 14-man increase over last year.

The police force, under Capt. Francis X. Cleary, is now commissioned by the D.C. police force and has the powers of arrest on campus. According to Mr. Dermott Baird, assistant business manager of the University, this change, combined with a soon-to-be instituted two-way

radio system for the use of the guards, will result in better student protection.

"We're not here to tell the students what to do, strictly; we are here to protect faculty, students and property," states Baird. When the campus force handles student incidents, the student does not get a police "record," Baird continued. Instead the matter is referred to the dean of men or dean of women.

There is no special training course for these men. Most of the guards have had experience with work in police departments or similar organizations.

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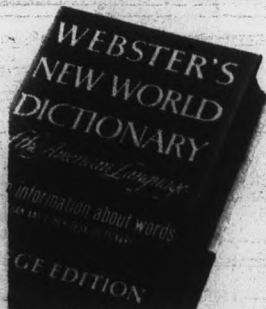
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# Pledges Rush to Join

## Fraternities...

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### Delta Tau Delta

Kevin Bigelow, Steve Burkett, Ted Burnham, Bob Croul, Creg Elchert, Russ Galtskill, Charles Grant, Alan Kaplan, Mike Kemper, George Korte, Dave Lord, Chris Lyndon, So Manpraser, Bill McGarry, Joe Murphy, Doug Myer, Gary Persinger, Brooks Richards, Abby Segall, Ken Slipsey, Howard Soltz, Jim Stoker, John Trevisano, Eric Van Alstine, Dave Vita, Pete Williams.

### Kappa Sigma

Al Barnard, Bill Blumberg, Mitchell Bober, Tom Emery, Al Gochoel, Ron Goodman, Craig Hilliegeas, Dave Kennedy, Jeff Kohn, Mark Labovitz, Rob Manheimer, John Patterson, Mitchell Ross.

### Phi Sigma Delta

John Amodio, Stuart Azarchi, Jeff Bain, David Bertman, Harvey Blumen-thal, Dennis Davidson, Stuart Farber, Buddy Finer, Edward Godin, Steven Gordon, Neil Hartus, Jeffrey Hellerback, Paul Hellmold, Howard Jastrow, Daniel Kagan, Stuart Kaminsky, Steven Kanny, Floyd Lane, Michael Lax, Steven Levine, Michael Menaker, Al Nadel, Steven Newmark, David Pincus, Phil Potts, Richard Salas, Larry Shulman, Jeffrey Sunshine, Stu Teri, Mark Wise, Henry Zeigler.

### Phi Sigma Kappa

Steve Albert, Dave Anderson, Ben Block, Bill Brookman, Tom Buckley, Dave Case, Tom Cochran, Jeff Dall, Warren Dietcher, Dave Docoumes, Don Einhorn, Bob Eisenberg, Herb Goldblum, Don Harmon, Bus Healy, Jon Kenneth, Pat Lockhart, Steve Lustgarten, Dan Mangold, Nick Mascolo, Dave Minard, Tim McCarthy, Bill Merken, Ray O'Donohue, Bill Pogson, Dave Sawyer, Larry Schwartzman, Jeff Sievers, Pierre Simonpietri, Bill Snider, Dennis Whe-lan, Clark Wood.

### Sigma Alpha Epsilon

Rich Aaron, Dean Elliott, Don Em-brey, Phil Gottfried, Tom Grant, Tom Griffith, John Hemphill, Jon Kahan, Chip Largman, Dick Larsen, Dick Nutter, Bob Sahlman, Al Wiederspahn, Bob Wolfe.

### Sigma Alpha Mu

Jeff Adelglass, John Almburg, Bert Aranoff, Birdell, Mike Cohen, Ed Gre-bow, Michael Lange, Tom Lobe, Aaron Pattak, Steve Phillips, Dave Rich, Dave Sacks, Carl Zebooker.

### Sigma Chi

Art Benjamin, Jon Bragg, Bruce Cas-ner, Frank Gunion, Ken Jernigan, Bob McGuire, John McIntyre, Mark Nichter, Ron Noll, Rick Rhodamel, Gary Ruf-fin, Rich Schneiderman, Dick Tabor, Bill Tuttle, Malcolm Van DeWater, Dud-ley Walker, Dennis Warne, Dave Wil-iamson, Bob Young, Bruce Zagaris.

### Sigma Nu

John Bacon, Peter Baragons, John Bates, John Bowle, Mark Freund, Gary Kepplinger, Charles Leehan, David Lieberman, Tony Lima, Leonard Newman, John Deschepper, Barry Read, Clarence Richter, Robert Rosenfeld, Lynn Stelle, John Tamm, Peter Taylor, Bruce Weis-man, Harold Wright, John Young.

### Sigma Phi Epsilon

Dale Andrews, Craig Cauldwell, Ken Helms, Dave Hipple, Dave Howland, Jim Labell, Brian Moran, John Noble, Tony Orsini, Roy Ralph, Geoff Ridell, Glen Ritt, Jerry Schenkman, Gene Sch-neider, Alex Sneed, Mike Shower, Tom Tivol, John Valenti, Dave Lowe, Joel Wasserstein, Mark Wolfe.

### Tau Epsilon Phi

Richie Aarons, Barry Alper, Mike Assael, Steve Baer, Andy Bayer, Char-lie Beckmann, Jeff Brenner, Cliff Burke, Dave Camp, Ben Cohen, Ken Cohen, Al Dreifuss, Gary Frank, Bob Esposito, Scott Franzman, Gary Freedman, Lou Gould, Al Gold, Ron Gold, Morty Har-tman, Dave Hochberg, Jeff Keelsen, Seth Kelsey, Dave Kohn, Al Leviton, Marc Lipsky, Fred Mann, Mike Mazloff, Jack Mirchin, Jerry Rosen, Jimmy Rosen, Mike Schachere, Marc Sidditsky, Al Stueck, Al Weiner, Abbe Willaer, Jon Zich.

### Tau Kappa Epsilon

Bud Altamura, Mike Berry, George Biondi, Tom Bond, Eric Brill, Dave Bryant, George Dixon, Marc Feldman, Miles Friedman, John Galbaski, Mike Hegedus, Steve Hollon, Bill Klossner, Al Lanotti, Jeff Madden, Brian McCart-hy, Jim Gallier, Wayne Moore, Dave Peters, Rich Roth, Dave Singer, Will Starzyk, Earl Sutherland, Doug Taylor, Vic Von Sabler, Bob Wason, John War-nen, John Wilson.

## Sororities

Sororities reported 119 new mem-bers.

### Alpha Delta Pi

Sheri Coren, Dorothy Evans, Isabella Lanzano, Yolande Lanni, Roberta Rod-den, Dianne Smith, Susan Vallone.

### Alpha Epsilon Phi

Mimi Beeber, Barbara Berger, Ro-

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### Chi Omega

Mary Anne Decamp, Chris Dittata, Eileen Glew, Dabney Hibbert, Sue Hil-lyard, Grace LaValle, Karen MacKen-ziel, Ellen McNaught, Louise Snook, Su-san Scholl.

### Kappa Alpha Theta

Mary Butt, Lynn Higgins, Carol Kum-mer, Cindy Laskey, Jean Lippincott, Ann Painter, Deedee Randall, Christie Richards, Jan Schwartz, Suzanne Sil-lier, Kathy Thomas, Carla Vigilante, Sue Wood.

### Kappa Delta

Margorie Cliff, Kitty Comer, Kate Gartland, Marty Gotthard, Ducky Good-body, Bev Holoko, Mary Lee Hughes, Rosanne Ianko, Judy LaHood, Laurel Lavaggi, Susan Long, Margaret Lovell, Margaret Mann, Sherry Mayes, Susan Mosehauer, Cindy Potter, Barbara Rago, Lea Steady, Mary Weaver.

### Kappa Kappa Gamma

Cathy Cannell, Tara Connell, JoAnn Deal, Kay Easley, Raka Ghoshal, Candy Hoben, Candace Kelton, Mary Helen Markley, Linda MacConnell, Barbara Saipse, Susan Wallace, Vicky Weber.

### Phi Sigma Sigma

Shella Birnbach, Donna Cohen, Bobbie Feldman, Ellene Fisher, Dianne Haar, Andria Jacobs, Carol Sachs, Susan Slott, Becky Shmuckler, Gita Sklaroff, Carol Smith, Bonnie Stone.

### Pi Beta Phi

Mindy Boyd, Barbara Buckler, Sally Burke, Susan Clarebond, Margie Dar-rock, Betty Love, Debby McKee, Diane MacMillan, Jay Michaels, Joset Navach, Mary O'Meara, Susan Loller, Laura Lee Rucker, Nancy Sargent, Jennie Scott, Bunny Stauffer, Judy Watkins.

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Library--from p. 1

## Plans for New University Library Take Shape

ready been allocated for the University Center, "the Library is now A-number-one priority for funds."

According to Smith and Woodward, applications will be submitted prior to Jan. 15 for government grants and loans under the Higher Education Facilities Act to defray a third of the cost of the Library construction.

These funds are expected to be made available in the fiscal years 1968 and 1969.

In conjunction with the Federal aid application, Warren Gould, vice-president for resources, is actively seeking private financial support. President Lloyd H. Elliott is currently meeting with prospective donors. Applications for financial as-

sistance are also being sent to private industries. Woodward hopes that financial arrangements will be completed by spring.

"Planning is proceeding rapidly right now and we are tremendously excited," Woodward commented. "However, there are still many loose ends."

Woodward's conceptual study

of needed Library facilities is currently being compiled with suggestions from the Academic and Administrative Policies Committees, the Library Council and the Library committees of the Faculty Senate and the Student Council.

Frazer Poole, former director of the Library Technology Project of the American Library

Association, has been engaged as building consultant.

After revision of the plans, the Washington architectural firm of Mills, Pettigord & Mills, who recently designed the Law Library and renovations for the Luther Rice Building, will draw the new Library design in accordance with the basic specifications detailed in Woodward's report.

The drawings, due in early January, will be studied by a representative committee of administration, faculty and students under the chairmanship of Librarian Woodward and appointed by President Elliott.

The proposed location of the new Library has not been disclosed at this time. However, H. John Cantini, assistant vice-president and assistant treasurer said that the University is actively negotiating two property acquisitions necessary in obtaining its first choice site for the Library. There are two alternatives; one, located between 19th and 20th Sts., at H St., is University owned.

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We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. — That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed, — That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness. Prudence, in such a case, dictates that慎重 should be exercised; and that no step should be undertaken which is both violent and sudden; calculated on rapine or bloody war, but that transitions be peaceable, and institutions be formed by the slow and steady process of the law.

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## Anthropology Club

## Gallagher Discusses Trip

DR. PATRICK GALLAGHER, chairman of the anthropology department, spoke about his recent field work at the first meeting of the Anthropology Club last Tuesday. Dr. Gallagher spent six weeks last summer sampling a large site in Venezuela's Guajiro Peninsula which has been occupied for 15,000 years.

Gallagher went to Venezuela with Stephen Beckerman, a graduate student from the University of New Mexico, and Peter Stoller, who holds a BA from VPI. Beckerman received his bachelor's in anthropology from GW. Also with Dr. Gallagher were his two sons, Pat Jr. and John.

Dr. Gallagher reports that the people who lived in the Guajiro Peninsula were in an "intermediate zone," between two civilized peoples, the Incas in Peru and the Maya in Guatemala, but never became fully civilized themselves. He says they did, however, "achieve a sedentary life." The oldest pottery in the New World has been found in the area and there, too, is the only site yet discovered which shows the transition from Paleo-Indian to Neo-Indian culture.

Remains found by Gallagher's team show how man ceased to rely on hunting large Pleistocene mammals and developed more settled means of subsistence. Dr. Gallagher said the change was from "an exploitative to a creative use of nature." First the

people relied on gathering shellfish; later they developed simple agriculture.

The evidence of the early occupation of the peninsula is being exposed by a meandering river which is cutting away cliffs on one of its banks. No one knows how much has been washed away, but Dr. Gallagher said that even now "you could stick several football fields into the site."

The workmen dug a deep trench as close to the river as possible to get out the remains. They dug through very hard clay, and picks had to be used to dislodge the piles of clay next to the trench. As Gallagher put it, "It was really hard stuff."

Gallagher told the Club that most of the workers at the dig were Colombians illegally in Venezuela, many of them smugglers. Employment practices were informal; "Sometimes you would wake up in the morning and find ten new hammocks set up," Gallagher said.

Dr. Gallagher also showed slides of his finds at the meeting. They included the only tar baby ever uncovered by an archeological team, and the first gold artifact yet found in Venezuela, a beaten gold nose ring. Both of these artifacts were found near tombs, which is not surprising since the dead were buried in the refuse heaps.

In December Gallagher plans to return to Venezuela and collect some of the artifacts he discovered. He will go again next year and continue the digging. The work is being financed by the National Science Foundation.

Future speakers at the Anthropology Club will include the curator of Naval History at the Smithsonian who will speak on marine archeology, and George Little, who is considered the "world's foremost expert" on privies. Besides having guest speakers, the club is excavating an Indian site in Maryland.

## Student Opinions Vary On 1970 Center Fee

by Jane Polsky

"IT SEEMS a bit much to ask a student to pay for the privilege of paying." This was the opinion of sophomore Karen Brown when asked about the proposed \$65 student activities fee to be charged when the new Student Center is opened in 1970.

In order to pay back the loan necessary to build the center, the University plans to establish a student activities fee which will entitle students to use the facilities in the building, most of which will not be free.

Student opinions on the fee varied, but were, for the most part, negative. Said sophomore Carol Kelly, "The university is putting the student in a vise. They're putting all their facilities in one building and if you don't pay you just don't get in."

Junior Micki Cohen echoed the thoughts of a number of students when she said that "if you're paying \$70 to be a member, all the facilities should be free. They should either charge for facilities or a membership fee."

Howard Bundock, a freshman

whose class will have to pay the fee, felt that the University should not place an additional charge on students to repay the building loan, but "should take the money out of the cost per credit to the student."

The amount of the fee was questioned by freshmen Susan Swiger and Karen Oberling, who commented, "A lot of students will compare our fee to the smaller fee charged at other schools. They should lessen the fee and charge it over a longer period of time."

Steve Gordon and Bob Gura, also freshmen, felt that students who paid the fee should not be charged for the use of the facilities, but that non-students using the building should have to pay.

Of those questioned, only senior Bob Blair was in sympathy with the University, if one can call his comment sympathetic. "It seems like a lot of money, but the University has problems too, like non-contributing alumni, a fantastic deficit of energy and imagination, and a fat bureaucracy."

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## Editorials

## Rushing Rush

RUSH, for both fraternities and sororities, takes too much time, extends too far into the fall semester, and comes too early for a freshman to make an accurate or well thought-out decision.

At the end of three weeks, the freshman rushee must choose between one house or another, or he may remain independent. He is not given an opportunity to become academically settled; he is not given the opportunity to see whether his time schedule or his QPI can accept the demands of fraternity or sorority membership.

Rush must be deferred. The freshman should first become a part of the University, and then, if he desires, a part of a greek organization.

Backers of the present rush system claim it offers tremendous opportunities to meet people. They also claim that if a person pledges early in his freshman year, he is subjected to discipline which will help him with his academic work. Why, then, has the all men's grade average been higher than the fraternity man's average? And why has the University been building up its orientation program to allow freshmen to become better acquainted with the school and its students?

It seems, moreover, that rush presents a somewhat deceptive picture of both the house and its members. With deferred rush, the prospective pledge would have a year to observe the fraternity or sorority in its natural habitat, and could select on a more accurate basis.

And another objection. Why should fraternities and sororities so tightly structure a freshman's time so that he can't find time to get involved in other activities if he is interested in something in addition to rush?

One greek objection to deferred rush is solely financial. Deferring rush until the sophomore year, however, would keep a continuous flow of money coming into the house and would not cause the income gap which might be experienced if rush were deferred until second semester.

Deferring rush until sophomore year would also give rushees a year's worth of knowledge and experience concerning fraternities and sororities. With this previous knowledge, rush functions could likely be handled within a week, thus reducing the burden on those rushing, and making the whole program more manageable.

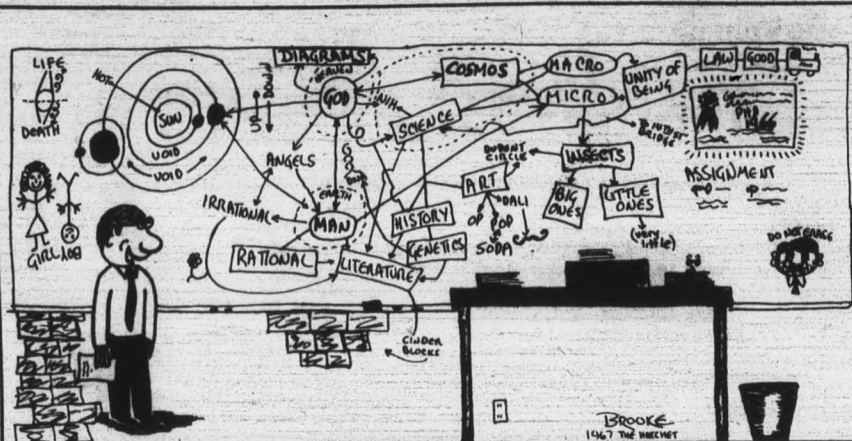
The benefits which a deferred rush system could offer to the University as a whole must not be withheld from GW.

## Unlimited Cuts?

AT LEAST FIVE members of the Student Council have exceeded the constitutionally-stated minimum number of absences to meetings.

Mark Cymrot, Bob Trache, Bill Speidel, Jackie Banyasz and Mark Greenspun have all missed at least three meetings without a proxy, or four meetings with a proxy.

The Council president, according to the constitution, now has the prerogative of taking these over-cut Council members before the Student Life Committee for censure or expulsion from the Council. The president should do so immediately to let Student Life consider these cases.



AND FOR AN IN DEPTH DISCUSSION OF THE COURSE, BE SURE TO READ MY PH.D. DISSERTATION.

## Home Rule--Part Two

## A Unique Political Problem

by David Fishback  
President, SERVE

WHY HAS HOME RULE been so vigorously opposed by powerful men on Capitol Hill?

On the surface this question seems difficult to answer: being "city council" for Washington takes an inordinate amount of time and effort on the part of the Congress--time and effort they can ill-afford to waste.

And it is virtually impossible, even with a sympathetic President and a reasonably liberal Commission, for the nonrepresentative District government to be truly responsive to its citizens. The answers lie in two areas, both of which are integral parts of the political process--economic interest and ideology.

## "Civic Leaders" Fight

The Washington Board of Trade, made up largely of the proprietors of the big, white-owned retail stores, enjoys extremely low taxes; the PMI parking lobby gets particularly good treatment at the expense of the government commuter; the real estate brokers and owners are also in a privileged position.

These groups have a large stake in preventing Home Rule, for Home Rule would bring about increased city expenditures which would have to be financed by higher taxes which would cause a diminishing, if not an elimination, of their advantages. In 1965 the Board of Trade, purporting to be the representative body of civic leaders, reportedly spent \$10,000 around the country fighting Home Rule.

The business groups form a close alliance with the congressmen who hold the power over the District, the key committee members, since most of the work in Congress is done in committee. For example, John McMillan, chairman of the House District Committee, has been helped in his campaigns; as The New Republic reported last year:

"In 1962, on the eve of congressional elections, Washington's businessmen turned out for a \$15-a-plate 'testimonial' honoring McMillan's 24 years on the committee. . . The sponsoring committee was heavily loaded with liquor dealers, land speculators, bankers, managers of utilities. . . For the tribute was for services rendered and expected. There is no need for large payoffs; McMillan and his tributary friends understand that their interests coincide, that they have a common stake in the informal 'syndicate.'"

The stake of the businessmen is economic advantage. While money helps McMillan and his colleagues, the financial angle is not the central reason for their opposition to Home Rule.

McMillan is from South Carolina, Basil Whitener (number two man on the House District Committee) is from North Carolina; committee member John Dowdy is from east Texas, while Mississippi boasts two: Thomas Abernathy and John Bell Williams (who recently won the Democratic gubernatorial primary in his home state); Joel Brophy, a Republican from across the Potomac, is also an influential member.

Washington is over 60 percent Negro; Home Rule, in all probability would mean Negro rule. McMillan and Company would have a hard time explaining this to the folks back home, especially if they had the power to prevent it, which they do.

And old Southern feelings on the race question can be easily "proven" in Southern-ruled Washington. McMillan, Whitener, etc. can point to Washington's slums, crime rate and illiteracy and implicitly say, "These people obviously are inferior and cannot be trusted with the governance of the Nation's Capital."

## Changes Nonetheless

Over the past several months some changes have taken place. On Aug. 9, the House of Representatives accepted the president's D.C. Reorganization Plan,

that, while not Home Rule or elections, will make the District government a bit more efficient and more responsive to the citizenry.

Five days later McMillan surprised everyone by announcing his support for a bill to create an elected School Board.

But it is also important to note that McMillan gave up little, if anything, by this "magnanimous" gesture: the Wright Decision and liberal appointed School Board probably have done and are in the process of doing what the elected School Board will do.

Two qualifications should be made before the conclusion. First, the President, many D.C. government officials, and many members of Congress have tried to alleviate the situation, but given the conservative power over the purse and the laws, they can only do so much.

Second, Home Rule would not be a panacea to Washington's problems: business would probably continue to have considerable influence, revenues would still be a problem and -- depending on the plan used -- Congress might still have some power over revenues, and all the dilemmas facing other cities would continue to face Washington.

But Home Rule would, at least, remove most of the extra burden of outside rule now on the District. A representative government, responsive to the demands of its citizens, would, out of political necessity, get on the right track for solving Washington's many problems.

## Letter to the Editor

I Dig Wig.

As a sophomore transfer from a small campus school I had come to the vast conclusion that GW students couldn't care less. About anything. Action at GW consists of about a million block dances and frat parties where somebody gets stuck paying for all that booze.

However, a few days ago I stumbled upon an iniquitous den of involvement, well cloistered in the dreary depths of the Union Annex. Said den was The Wig office--looking like a cyclone had hit it. I soon learned that the cyclone was a guy named Dick Wolfie, who has a hang-up on Groucho Marx and barks orders like a professional D.I.

Surrounding the great leader was a mob of intellectual types, all bellowing for attention, To escape all this, Wolfie talked

alternately at the phone and the wall of the next building which was framed by a window aptly marked "Exit." There were also in the room several girls, trying vainly to master the lessons in "selling" taught eagerly if not artfully by Steve Dralson, advertising manager of The Wig.

While I was there, several characters out of J.D. Salinger walked in to make their contributions. They seemed surprised that so many people at GW, besides themselves, have a sense of humor.

The Wig is, without a doubt, a haven of hysteria motivated by the involvement of a few in the great attempt to make this campus laugh. If The Wig is anything at all like its originators, GW can expect an exciting and unusual view of the fun side of life.

/s/ Karen Rose Smith

Vol. 64, No. 3 **HATCHET** Sept. 26, 1967

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**DAVID MARWICK**  
Business Manager

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## Wolf's Whistle

## Oh, To Be a Kid Again

by Dick Wolfsie

I was in my apartment the other night watching Mirriam and Fred. Mirriam and Fred are two people that live in the next apartment building and never close their blinds.

Anyway, I don't think Fred and Mirriam are getting along because there is more action in the lobby than in that apartment. The only person I feel more sorry for than Mirriam or Fred is me, because I spend my whole life watching them.

But I digress, for during one of Fred's most intimate gestures (he let Mirriam use his remote control to change channels) my phone rang.

"Hello."

"Hello, Mr. Wolfsie, this is Dave Fishback from SERVE. We're a rather important organization on campus which attempts to help people who are suffering from economic distress and blatant ignorance. We heard about you and thought you'd be interested."

"Actually I don't usually accept charity, but if you're really interested in helping me, I guess I could use a couple of extra bucks a week."

"I'm afraid you don't understand, Dick. I'm calling to ask you to help us. You're first assignment is to go down to the Third Precinct and teach one of the inmates English 4."

The task seemed easy enough and since I had the highest average in my English Comp. class (I got a "C"), I decided to do my part to help out. The next day I headed for the jail. The guard introduced me to Wendell... a sincere if not candid seven-year-old charged with rape.

"Hello, Wendell. I'm very sorry that you got in this trouble, but I guess that could happen to anyone."

"Who are you anyway? A reporter?"

"Of course not, Wendell, I'm just a friend, but I am astonished that a seven-year-old boy should be charged with rape. What did your mother say?"

"She didn't have time, man, I snuck up behind her when she was asleep."

I was thoroughly amazed at the precociousness of the child. I almost immediately suspected psychological problems. However, it was time to get on with the lesson.

"Wendell, please give me a sentence with the word 'unaware.'"

"The night I got in trouble I was just wearing my unaware."

"That's not exactly right. How about a sentence with the word pencil."

"If my unaware doesn't have elastic, my pencil fall down."

"Wendell, you certainly have a one track mind."

"Look, man, just get on with the lesson. My girl friend is coming to see me."

"WENDELL, YOU HAVE A GIRL FRIEND!!"

"Cool it man, you want my wife to find out?"

I could no longer stand being in the company of a seven-year-old whose experience far outweighed my own. I was however, driven by intense curiosity as to the youngster's plans for the future. "Wendell," I said, "you're seven years old and have had a life more exciting than people three times your age. Your sentence is up in two years, what will you do with your life?"

"Oh, nothing. Probably just sit around and enjoy my old age."

I left Wendell later that afternoon and found myself truly upset. I was distressed at the prospect of our country falling into the hands of Wendell's generation.

I should have had more faith in our youth, however, for it was then that I met nine-year-old Arthur. Arthur was not in jail for rape, or murder, or theft...on the contrary, Arthur was Wendell's lawyer.

## LITTLE MAN ON CAMPUS



"OKAY, YOU PLEDGES—IT'S TIME TO HIT THE SACK."

## NSA--Last in a Series

## Summary of Ideas

by Robin Kaye and Christy Murphy

(Mr. Kaye and Miss Murphy have discussed the National Student Association's conference, in terms of resolutions passed and educational issues discussed, in the past three issues of the Hatchet. This week, they close their series of four articles with a few comments on NSA and its worth to GW.)

THE TWENTIETH National Student Congress, to conclude, was for us primarily an educational experience.

The debates, forums, speeches, movies, parties and discussions offered something for anyone and everyone. It might be said that, in this way, the Congress symbolized its sponsor, the National Student Association.

The greatest merit of NSA is that it is a forum for programs as well as information on issues for college campuses. No student is forced to accept any of the ideas or programs of NSA; we choose but a few to bring back to GW. Hopefully, these will receive much discussion, both

at the upcoming GW-NSA forum as well as throughout the year.

There are many critics of NSA, both here and across the country. They were prevalent at the Congress as well. SDS disliked NSA for not being "left" enough; YAF (Young Americans for Freedom) complained that NSA was too far left.

For us, though participants in the political debates, NSA was so much more than a forum for national issues. Truly these issues had to be discussed, but they do not represent the majority of time spent at the Congress. Rather it was a concentration on academic reform.

If any type of consensus could be found at the Congress, it was that students want and deserve a greater role in the shaping of their institution's academic and administrative policies.

Of course, a few students felt, as did the author of a recent letter to The Hatchet, that, in essence, students can transfer if they don't like the rules of a university. But that sounds rather like the drop-out philosophy to us, and hopefully reflects a very limited minority.

However, NSA has much to offer GW. It is an unlimited offer, subject to one qualification. NSA can only be as useful as we the students of GW want it to be. If we don't like the programs NSA sponsors, we don't have to utilize them. If we don't like some of the philosophies it espouses, we don't have to believe them.

But there are many programs and issues in the academic sphere that NSA provides. We hope some of these will be implemented at GW. And if those legislative stands taken by the Congress displease some students, it is our hope that they will debate and discuss them.

All too often, it is only objection that forces thought and comment. Silence is usually considered acquiescence, so voice your thoughts about NSA either at the forum or in The Hatchet. Or better yet, come to a Student Government meeting and let us know you disagree with the positions of NSA. Your silence breeds complacency, and complacency often tends towards boredom. It is our hope that GW never be a home of boredom.

## Anyone May Run...

by Jeff Sheppard

EARLY LAST MONTH, the Senate passed a bill that has been dubbed, "The Honest Elections Law of 1967." The law is expected to enable any citizen, lacking the necessary funds, to enter the political arena. I spoke with one such person the other day.

"Sir, how is this new campaign money bill going to affect you?"

"Now I can vote for the candidate of my choice. Me! Actually, all I want is the chance to spend the money. I figure I can make one and a half million by running. That's better than driving a stinking cab."

"But you need at least 5 percent of the vote in order to qualify. That's three and one half million people. How could you get that much support?"

"I belong to the Elks, B'Nai Brith, Committee for Clean Air, the Book of the Month Club, and used to work for Slater's, but don't let that get around. It could kill my chances."

"Have you picked a running mate yet?"

"Yeah, my friend is a member of the United Auto Workers at Ford. He's bound to pull their support, you know how those guys like to vote on things. Also, if I'm not elected, we can call a

strike at General Motors. I always did like that fellow Nader."

"How do you plan to spend the money?"

"I plan to buy homes in Georgetown, Palm Springs and Scarsdale, and call them campaign headquarters. Rolls Royces with signs come under advertising, and I'll buy part interest in the New York Times, and a TV station in Johnson City, Texas. I may even purchase a few voters, one never knows."

"Well, you certainly seem to have your campaign well planned. I wish you luck. By the way, what platform will you run on?"

"Honesty is the best policy."

## Reflections on a Vietnam Visit--II

by Endrik Parrest

TAN SON NHUT AIRPORT is Kennedy with military. Sprawling, dirty, vital blood vessel, guerilla butcher of the world, and shelled monthly by the VC, this is the gateway to South Vietnam.

It does not take long to become assimilated in South Vietnam. Ask the GI money-changer how much it costs to cab downtown, he'll tell you: "He'll ask for 400 Pee, look insulted at 300, accept 200. Give him 50 and walk away."

Salgon, a city with "one of the highest living standards in the world" (Air Vietnam pamphlet), is in the midst of a period of severe inflation. It has been this way for about six years now.

Hotels (that is, hotel hotels) are horribly dear in Saigon. A single in a basically clean hotel (halls and rooms infested with lizards) is about the same price as the New York Hilton (student rate).

## Right-Left Label

The first thing a reporter in Vietnam does is check into JUSPAO (Joint United States Public Affairs Office). This is where the daily briefings take place and where the reporters are comforted and made to feel a part of the action.

A press card is issued only after the Vietnamese Press Agency has issued the reporter one first.

The official in charge at the Vietnamese Press Agency is a wondrously efficient civil servant: "Are you a rightist or a leftist? You know, there was a young fellow like you here a few weeks ago, from a publication called Viet Report. He told me he was middle-of-the-road. But I found out the truth. In his passport was a visa for Cambodia, and you know Sihanouk lets in only leftist journalists."

## Opposing Views

To find out the ropes in Vietnam it is most appropriate to talk to other journalists. I called Lee Lescage and Dick Critchfield, Vietnam correspondents of The Washington Post and The Evening Star, respectively.

Mr. Lescage is an intellectual who graduated from Harvard not more than five or six years ago. He believes battle casualty figures for the VC released by JUSPAO better be due for a "major revision."

He expressed the opinion that an election victory by Thieu and Ky would be disastrous for South Vietnam and the United States.

He also believes that his most important

articles are buried in the back page of the Post.

I asked if we should ever have gone in: "I don't think any journalist out here who has any knowledge of what's going on would say that we should have come in....We're not doing anybody any good."

"Of course we should have come in. The vast majority of the Vietnamese people are anti-communist. They want our help," said Mr. Critchfield.

He believes that Confucian morality as represented in Huong combined with an efficient military provide the answer for America.

He writes "toned down" articles for the Star.

## Pressures Not Worth It

All of which reminds me of something Clive Barnes (dance and drama critic of The New York Times) almost told me once in Leningrad, during intermission (I don't remember the words but I preserve the idea): "I don't think I would like to be a reporter. And I would never go to Vietnam. Can you imagine the horrible pressures on a man's mind there? One could have his entire outlook ruined for life. It's just not worth it. Stick to the theater."

I do. Next week we read about a farce.



# Arts and Entertainment



"GIRLS" is one of the collection of paintings, prints and drawings of Byron Burford opening at the Dimmock Gallery. This is the first one-man show of works by the prize-winning Iowa artist to be held in Washington. The gallery is located off the lower lounge of Lisner, and is open Monday through Friday, 1-5 p.m.

## Made In Italy

### Vignettes And Sugar-Daddies

by Robin Warshaw

THE BEAUTIFUL signorina slid behind the wheel of her low-slung sports car and pulled off, closely followed by an admirer in his Italian compact. He persuaded her to join him at one of Italy's cliff-side cafes. With a suave flourish, he leaned towards her and murmured in her ear. "May I drive the Jag?"

The sequences comprising the aggregation "Made in Italy," now at the Dupont Theater, are flavored with the somewhat satirical essence of the true Italian life. The quin-topical film has captured the ironies, often poignant, between what Italian life has been envisioned to mean and what it is in actuality.

Under the categories "Habits and Customs," "Work," "Women," "Citizens, the State and the Church," and "Family" are presented sub-stories concerning both the aristocracy and the peasantry.

Each sequence evokes from the viewer a specific emotion ranging from the compassion felt toward a poverty-stricken machinist after his realization of his desolate plight to the frustration

shared with a pathetic citizen hopelessly caught up in the red tape of Rome's city hall.

Anna Magnani, Virna Lisi and Sylvia Koscina each appeared in only one of the many vignettes. Virna Lisi unsuccessfully plays a neapolitan Candy with a penchant for collecting elderly sugar daddies and their fortunes. Sylvia Koscina gives an even less impressive performance as a married mistress ignored by her lover in favor of his mother.

More successful is Anna Magnani's portrayal of the stalwart Italian mama whose one joy in life comes from bringing her children a little happiness on Sundays by buying them each an ice cream cone. The insurmountable problem of crossing an Italian thoroughfare ("Let us pray to St. Christopher!") and keeping the entire family safely intact provides a funny, yet sensitive account of Italian motherhood.

The feeling of joy and pride in being Italian is present throughout and picture and is the controlling feeling underlying each of the sub-stories. Through a satirical presentation, Nanni Loy, director, has created a film

## 'Poor Bitos'

### Tragi-Comedy Successful

"POOR BITOS," by John Anouilh. Translated by Lucienne Hill. Directed by Harold Stone. Settings by Robin Wagner. Costumes by Leigh Rand. Lighting by William Eggleston. At Arena Stage.

#### THE CAST

Maxime.....Robert Foxworth  
Philippe.....Max Wright  
Charles.....James Kenny  
Julien.....Richard McKenzie  
Lila.....Jane Alexander  
Amanda.....Anna Carparelli  
Vultum.....Robert Prosky  
Brassac.....George Ebeling  
Deschamps.....Richard Bauer  
Victoire.....Anna Shaler  
Bitos.....Richard Venture  
Joseph.....Eugene R. Wood  
Delanoue.....David Congdon  
Jesuit Priest.....Max Wright

by Paul Wachtel

ACCEPTANCE OF THE ROLE of manhood respects no specific chronology or era, it is a factor only of definition.

Jean Anouilh's "Poor Bitos" raises the question of maturity in search of goals, along with a

myriad of other components which alternately cloud and reveal the genius of Anouilh's creation. The result is a tragi-comedy which is very substantial in its solidity of several ethereal factors. The current Arena Stage production accepts the solidity of "Poor Bitos" eternality without sacrificing the overall joy of Anouilh.

Bitos, played by Richard Venture, is the type of person every revolution has one of—the scholar-recluse, born into poverty and dedicated to ideals of his own creation. Venture must skip between pathetic immaturity and forceful idealism. This transition is successful, aided as it is by some rather complex devices, both inherent in the play and directorial.

Anouilh has planned a modern "wig" party in which Bitos' enemies are to take the roles of French revolutionaries with Bitos instructed to come in the role of Robespierre. A knowledge of the history of revolutionary France is extremely helpful throughout, although a reading of the program notes helps considerably.

The hosts and guest proceed to become entrenched in their new roles until the party-as-sassination of Robespierre. Here

is where director Harold Stone shows his merit and effectively transmits us to 18th century France. With the transformation come a chance for Venture to reveal the subtlety of his role.

Venture is held back by several members of the cast who do not make full use of the comic opportunities available to them. This is a problem Arena has often faced, the dawdling over admittedly good lines with the result of oversavoring the joys of brevity.

Robert Foxworth however, as Maxime-Saint Just realizes the potential camouflaged by the historic, sometimes obvious philosophy inherent in "Poor Bitos." The play remains enchanting and spell-binding in its sequential impact.

"Poor Bitos" will alternate in Arena's new fall repertory with Shaw's "Major Barbara," a review of which will appear next week.

Arena offers student discounts at the flat rate of \$1.75 for all available tickets. The discounts may be used on Tuesday, Wednesday, Thursday and Sunday night performances as well as for Saturday matinees. Reservations must be made in advance, no sooner than 24 hours before the show, by calling 638-6700.

## Baltimore Tryout

### Empty 'Cottage D' Pathetic

"DAPHNE IN COTTAGE D," by Stephen Levi. Directed by Martin Fried. Scenery and Lighting designed by Jo Mielziner. Costumes designed by Theoni V. Aldredge. At the Morris Mechanic Theatre in Baltimore.

#### THE CAST

Daphne.....Sandy Dennis  
Joseph.....William Daniels

by Gail Barth

"DAPHNE IN COTTAGE D," appearing this week in Baltimore at the new Morris Mechanic Theatre, has called forth violent critical comment, much of it warranted, and has, for the most part, left its audiences surprised that they are laughing at tragedy.

Briefly, the play concerns a young widow (Miss Dennis) who has been deprived of her son because of her chronic alcoholism. She converses (babbles?) to a young doctor (Mr. Daniels) who has recently killed his five-year-old son in a freak driveway accident.

Levi reveals the impotence of two lonely people who just can't reach out to help one another. He might have written a most powerful one act drama; instead he drags it out to three acts, each of which is more superfluous than necessary.

Many tragedies do have numerous funny lines to provide the proverbial "comic relief" most theater-goers need. Such lines as, "My husband had hemorrhoids when he died. That's not what he died of though," seem silly and unnecessary. At times one thought Levi really wanted to write a comedy but probably thought that that would be gauche.

Act II of the play is totally

unnecessary. The only conceivable reason for it might be that Daphne needed more time to get totally drunk. It's last line ("Pleasant dreams") was really a tempting suggestion.

Act III serves as the classic climax, complete with "moving" monologues which reveal the two characters' "secrets." The speeches, Daphne's in almost stream-of-consciousness style, actually aren't bad but they have absolutely no motivation. The "games people play" atmosphere just suddenly gets deadly serious and it is impossible to figure out why. The "revelations" therefore seem most trite and contrived.

It is impossible to see Miss Dennis without thinking of "Virginia Wolfe." She's there with a dead husband (father) and an almost mythical son. Of course the Dennis mannerisms of playing with one's hair and making strange faces are used in full force. Her mannerisms are a nerve-wracking but commanding. All in all, she does a good job with what script she has.

Daniels is smooth, patient and amusing up to a point. However, when it comes time for his revelation he sounds very much like an amateur reading for a part he knows very little about. One can excuse him though, and lay most of the blame on the script.



Donovan will be in concert at DAR Constitution Hall, 18th and D St., N.W. Tickets for his two performances on Sunday are on sale at all three Super Music City stores.





# Madcap Marigolds Lively In Georgetown

by Toni Falbo

GEORGETOWN DANCESTUDIOS, Inc., have staged a successful beginning. Their first series, which ended last Sunday, exhibited lively humor, good technique, and great inventiveness.

The first work was choreographed by Jan Gamble, former GW graduate student in dance. "Madcap Marigolds" consisted of a series of complex and mischievous stances which were remarkably well coordinated.

"Eden II" by Robin Hanitchak, GW graduate, contained many gestures highly expressive of primordial times. Unfortunately, the dancers occasionally lacked the required certainty and smoothness in their performance.

"The Sound of One Hand" was a solo performed and choreographed by Dianne Brown. She moved as though a mysterious magnet drew her to one side. Her tense body manifested the impact of this invisible force.

Robin Hanitchak again revived his "Mannéquins." This work was first performed at GW in 1966.

Jan Gamble's "Dream Forcing" presented many exotic tortuous forms which were very forcefully executed.

The finale, "A Medieval Garden" was a caricature in dance form of the typical medieval romance painting where the maiden and squire coo as jesters, rabbits, dragons, unicorns, paradises, and cherubs make merry. Each character's role was very graphically portrayed.

The Georgetown Dance Studios, located at 1519 Wisconsin Ave., will present a second series Oct. 27 through Nov. 5 and a third series Dec. 1 through 10. Admission is \$2.

## Quintet Needed For 'Carnival'

THE CAST of "Thurber Carnival," the University Players' homecoming musical was selected last week. The show which will play Thursday and Friday, Nov. 2, 3, will be produced in a revue style with each player taking several parts and costumed characters changing scenes.

First through fifth men are respectively Alan Kuschnier, James Heaton, Ralf Crum, Donald Larson and Tommy Noonan. The women include Lauro Castro, Pat Peret, Leslie Vossen and Sarah Wilkinson. The reader is Isa Natovitz and the narrators are Robert Page and Christine Lamb.

Assistant director is Deanna D'angelo and the choreographer Carol Lehman.

David Kieserman, the director, is looking for jazz musicians to play for the show. Needed are a tenor sax, drum, guitar, piano and bass. There is a score which the musicians will be able to use as a base for improvisation. Anyone interested should contact Mr. Kieserman in his office, first floor Lisner.



LILLO WAY, cherub; Nada Diachenko, maiden; and Marlene Elbin, unicorn perform in "A Medieval Garden." This was the finale of the first series done by the Georgetown Dance Studios.

## Free Films

THE PUBLIC LIBRARY of the District of Columbia is presenting a series of evening film programs at six branch library locations throughout the city.

Tonight at the Washington Highlands Branch, Atlantic St. and S. Capitol Terrace, SW, the "Tale of the Flords" and the "Man of Aran" are being shown.

Wednesday at the Palisades Branch, 49th and V St., NW, "Red and Black," "The Great Chase" and "The Chicken" (Le Poulet) will be shown.

Monday at the Northeast Branch, Maryland Ave. and 7th St., NE, "Frederick Douglass" will be shown.

Next Tuesday at the Southwest Branch, Wesley Place and K St., SW, "Tale of Flords" and "Man of Aran" are going to be shown.

For further information contact the Public Library.

## Auditions Wednesday

ENDLESS CREATIVE OPPORTUNITIES will be offered this semester for students concerned with locomotor movement patterns, selected techniques, dance performances and with choreography. The Dance Production Groups are urging all male and female students with dance experience to audition this week for the undergraduate performing group.

Members of the performing group will themselves handle various aspects of the auditions on Wednesday. Dance training will be offered by Jeanne Jones, who will instruct the technique session, and by Clare Crandall, who will conduct the locomotor classes. Those who try out will then go through the patterns and this will constitute the audition. In addition, two graduate students in dance will present creative

problems: Carole Lehman and Carol Surman.

This semester regular meetings will be held on Tuesdays and Thursdays between 4 and 5:30 in Bldg. J; Tuesdays will be devoted to technical training under the direction of Maida Withers, associate professor of dance; Thursday sessions will be directed toward repertory work.

Those planning to try out for the undergraduate performing group are asked to bring their own leotards and tights to the auditions on Oct. 4, Wednesday at 730 in Bldg. J at 2131 G Street N.W.

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## Cinema Classics

# Festivals Come To Biograph

by P.S. Wachtel

Cultural Affairs Editor

FILM AS A CLASSIC creative art has been given another boost by the opening Saturday of the Biograph Theatre, 29th and M Sts., NW.

The theatre will emphasize the greatly increasing demand for the classics of the cinematic art, including some films never before seen in Washington. Their premiere was just such a film, "Masculine-Feminine" by Jean-Luc Godard made its local pre-

iere. Godard, who started the "new wave cinema" with "Breathless" has created an intricate and sometimes satisfying film. He utilizes many theatrical devices, such as dividing it into 15 scenes and incorporating sporadic attacks of violence which are not really all they appear to be. The film is vaguely reminiscent of Beckett on film, but so vaguely that I shouldn't have mentioned it. He combines a man (barely) with two young women (whose relationship is also somewhat in doubt) and casual mention of war. A complex, restless film. But a classic through and through. And that of course in the goal of the Biograph.

Their coming schedule includes a festival of feature-length

W.C. Fields-Mae West comedies, a special Shakespeare subscription series including Orson Welles' "Othello" and Lawrence Olivier's "Richard the Third."

Monday nights have been designated to host the best of the new underground films.

Most performances at the Biograph will be double features or single features coupled with particularly interesting shorts.

The concept of the Biograph is of course not entirely unique. Washington should however be able to support a new theater of this type, I personally am excited by their plans.

Tickets are priced at \$1.50. For a short while, it will be a bring your own popcorn theatre as their facilities are still being installed.

## String Quartet

THE GW RESIDENT String Quartet will appear with two guest musicians on "Music Appreciation" to be broadcast on channel 9 on Saturday, Oct. 7 at 7 a.m.

The quartet features Prof. George Steiner, chairman of the music department, first violin; Patricia Cochran, second violin; Leon Feldman, viola; and Helen Coffman, cello. The guest musicians will be Donna Feldman, second viola, and Norman Irvine, bass.

The String Quartet will perform at Lisner Auditorium on Oct. 19 at 8:30 p.m.

Folklore Society of Greater Washington

# JUDY COLLINS

SAT. OCT. 14—8:30 p.m.—LISNER AUD. GWU

\$4.00, 3.50, 3.00, 2.50 at Talbert Tickets, Willard Hotel; Learmont Records, Georgetown; Alex. Folklore Center, 205 N. Royal; or send stamped, self-addressed envelope and check to Stanley-Williams Presentations, 1715 37th St. NW., Wash., D.C. 20007.

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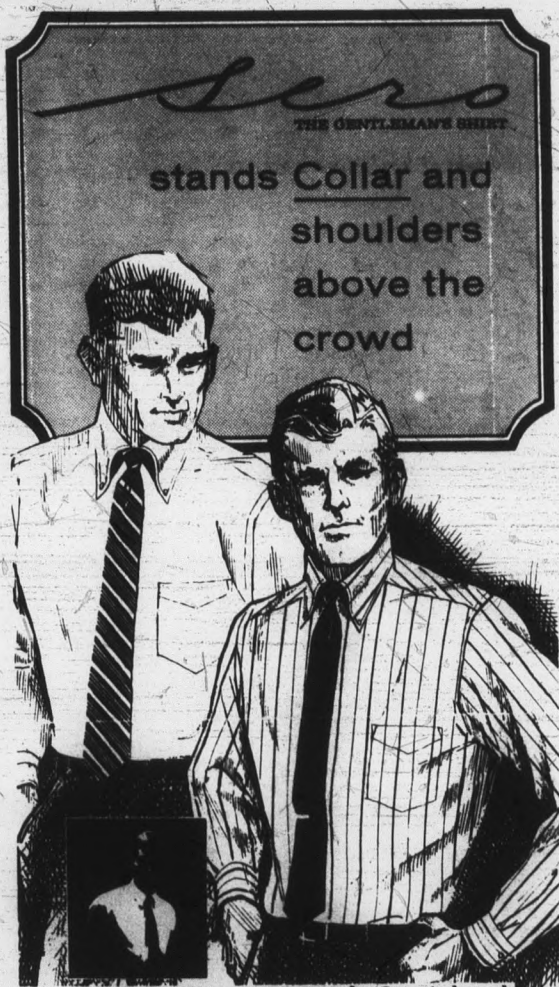
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## Student Bar Association Denies Removal of Two New Appointees

THE STUDENT BAR Association denied removal of two appointees to the Student-Faculty Committee at its first meeting, Wednesday, Sept. 27.

Dick Gilroy, president of SBA, said "a basic difference in philosophy" between Larry Adlerstein, head of the Student Evaluating Committee, which proposed the Student-Faculty Committee, and two new appointees caused the conflict. Gilroy had appointed Steve Behar, Bob Pass, Miss Ronnie Blumenthal, and Bruce Kramer to join already appointed members Bob Paragula and Larry Adlerstein.

Adlerstein, who favors the students taking the initiative by presenting the faculty with strong reform measures, opposed the appointment of Miss Blumenthal and Kramer, who favor close common effort with the faculty.

Adlerstein feels that the attitudes of the appointees would hamper the experimental and dynamic attitude of the group. Though the committee was intended to provide for greater participation of the student body in matters concerning the Law School, Adlerstein sees the danger of it becoming merely another establishment committee.

"The way to overcome lithargy is by an exciting program, not with little reforms that the faculty is sure to agree on," commented Adlerstein.

Those favoring the acceptance of the appointees felt that their reasonable and compromising attitude would help make the Student-Faculty Committee more long-term and acceptable according to Gilroy, Miss Blumenthal, Kramer, and their supporters contend that the revolution is

over, while Adlerstein believes it must be continued.

Though the SBA denied removal of the appointees, it did adopt Adlerstein's resolution recommending a strong chairmanship procedure for the Student-Faculty Committee. Gilroy feels that the committee is "well balanced," representing Adlerstein's activism, and Miss Blumenthal and Kramer's more conservative views.

## GU To Feature Malcolm Boyd At Symposium

FATHER MALCOLM BOYD will be the guest speaker at a Georgetown University symposium to be held Sunday, Oct. 8, at 1:30 p.m. at Gaston Hall, 37th and O St., N.W.

The discussion, to be followed by a question and answer period, will pose the question, "Is Religion Relevant to the College Student Today?"

Author of the books, "Are You Running With Me Jesus?" and "Free To Live, Free To Die," Father Boyd has been active in the Civil Rights movement. After he was relieved of his parish, because of his liberal ideas, Father Boyd opened a night club act in which he presented his ideas to his audience in prayer form. He has also been the chaplain at various universities throughout the nation.

### Pre-Law Students...

UNIVERSITY OF MARYLAND school of Law will hold a meeting for prospective students Oct. 16 after 1 p.m. The meeting will be followed by a question and answer period.

For additional information, contact Terry Hohman, assistant to the dean of men.

## Dr. Paul Bissel To Chair Student Services Committee

A STUDENT SERVICES Committee has been formed on the administrative level for the purpose of planning expansion of facilities and examining existing operational problems of University services.

The committee's concern, according to Dr. Paul V. Bissel, director of student services, is the improvement of student services and the handling of day-to-day problems.

The first session, to be held this month, will concern Freshman Orientation. Participating in the discussions will be Dean of Men Donald Young; Dean of Women Margaret Nolte; Jay Boyar, student activities coordinator; and various students.

Others include representatives of the Psychological Clinic,

Health Center, Housing Office, Reading Clinic, Career Services office, Office of Student Financial Aid, and Services for Foreign Students and Veterans.

Chaired by Dr. Bissel, the committee will work in conjunction with an ad hoc committee, headed by University Business Manager John C. Elmbinder, to investigate the physical limitations of the present Student Union, where the committee hopes to locate after the Student Center is built.

"The ideal set-up would be to turn the Student Union into a service clinic," Dr. Bissel stated. Unfortunately, however, "more than several people" will also request space in the building, he said.

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## Washingtonians Unite

### GW Alumnus Plans Mall Party

ED AIKMAN, GW '49, is throwing a family style party for ALL the residents of Washington (no tourists, please) on the "first Saturday after the first Sunday in October," in short Oct. 7 from noon to 5 p.m. at the Sylvan Theater by the Washington Monument. The Washington Monument Jazz Band and the Tangerine Flake Go-Go will provide the afternoon's entertainment.

Aikman, a graduate of GW's

School of Engineering, along with Paul Hoffmaster, both employees of the "Washingtonian" magazine, designed the Mall Party after being primarily motivated by the "grand mixture of Washingtonians" who were "gathered on the Monument Grounds (at the '66 July 4 fireworks display) to have a good time. Without eventing they were respectful, law-abiding, polite, and happy."

everyone will sing, take off his shoes, and relax.

The party is strictly BYOP, Bring Your Own Picnic. But please, Aikman reminds, BYOLB, Bring Your Own Litter Bag, because "We don't want to overtax the Park Service clean-up crew. They're good people."

A word to the wise: Aikman suggests that the party-goers go on buses or at least park their cars a few blocks away from the Mall in order to avoid a "colossal traffic jam."

In case of rain Saturday, the party will be held same time, same place the following day, Sunday, Oct. 8.

"What was so fantastic about all this?" Aikman asks in the "Washingtonian." "Well, wasn't this the summer when the movement people lost their cool? Wasn't this the summer of Black Power? And how about White Backlash?"

Aikman promises no speeches, only "a nice friendly time," where

## People-to-People Provides Medic, Cultural Programs

PEOPLE-TO-PEOPLE, coordinated with the International Students Society, held its first meeting of the year last Wednesday and presented to interested students the three major areas of the organization's work: cultural, medic, and language programs.

The cultural program, chaired by Renee Pulver, is inviting speakers from underdeveloped countries to speak to GW students. Documentary films will also be presented.

The medic program involves the sending of a group of students to D.C. General Hospital to tutor foreign doctors in the English language. According to Chairman Vicki Loeffer, "This is a very important job because these doctors have no chance to practice speaking English. They ask

many questions and are very eager to learn about even the simplest customs in America."

The language program arranges the meeting on a one-to-one basis of foreigners with Americans who can help them with every day English. Chairman Dianne Swartz stated, "You get a great deal of satisfaction in becoming involved with a foreigner -- not only language, but ideas and cultures."

Interested students who did not attend the meeting should contact any of the above chairmen.

THE HATCHET ENCOUNTER, an editorial supplement being distributed in this issue, welcomes letters to the editor. Letters for the Encounter must be submitted two weeks in advance of its next publication date.

### United Givers Fund...

A KICK-OFF ASSEMBLY this morning at 11 a.m., will unofficially begin the publicity campaign of the GW United Givers Fund (UGF). E.K. Morris, Chairman of the Board of Trustees and as the "Father of the UGF" in Washington, has presented his personal contribution to President Lloyd Elliot, this year's vice-chairman of the Major Firms Division of UGF in Washington. The assembly will be held in Lisner Auditorium and the program will include a film from UGF, and the Air Force Band.

### THE CIRCLE THEATRE PROUDLY PRESENTS

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**THE ENDLESS SUMMER**  
Michael Caine in  
**THE IPCRESS FILE**

October 6-9  
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Terry Turner [above] of San Jose, Calif., working in a castle

## Jobs in Europe

Luxembourg—American Student Information Service is celebrating its 10th year of successful operation placing students in jobs and arranging tours. Any student may now choose from thousands of jobs such as resort, office, sales, factory, hospital, etc. in 15 countries with wages up to \$400 a month. ASIS maintains placement offices throughout Europe insuring you of on the spot help at all times. For a booklet listing all jobs with application forms and discount tours send \$2 (job application, overseas handling & air mail reply) to: Dept. O, American Student Information Service, 22 Ave. de la Liberte, Luxembourg City, Grand Duchy of Luxembourg.

## A new girl for girl-watchers to watch...

Her name is Joan Parker, and she's the new Dodge Fever Girl. Watch her on television this season, dispensing Dodge Fever to a variety of unsuspecting souls. (Dodge's TV schedule is listed below.)

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DODGE'S TV SCHEDULE FOR OCT., 1967

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Oct. 5, 19, 26	Thursday Night at the Movies
Oct. 7, 14	Mannix
Oct. 1, 22	The Smothers Brothers
Oct. 8, 15, 22, 29	Mission: Impossible
Oct. 8, 22	AFL Football
Oct. 5, 8, 11	The World Series

These dates subject to change.

ONE LOOK, AND YOU'VE GOT...  
**DODGE fever**

**Dodge**







GW'S AND BALTIMORE'S Rugby Clubs square off in a scrum as rugby comes to the Concrete Campus for the first time.

Photo by Goldy

# SPORTS

## Baseball Team Sweeps Three Defeats Midshipmen, American

THE COLONIAL BASEBALL team featured the one hit pitching of freshman Hank Bunnel and some "long ball hitting" while winning three practice games over the weekend.

Bunnel pitched his strong game against Navy Friday in Annapolis while striking out six enroute to the 3-0 win. The Middies hit only one ball to the outfield in the seven inning game and their only hit was a leadoff bunt in the fourth that handcuffed Catcher Eric Spink.

Richard Hester gave Bunnel all the support he needed as his two out triple in the first scored Terry Grefe. Bunnel drove in the second run with an infield out that scored Cliff Brown from third. Brown, who won the AU game last Saturday with a clutch three-

run homer, then hit one over the head of the Navy centerfielder for his second home run this fall. Bunnel pitched to only 22 men in the seven inning game and threw only 76 pitches with 56 of them strikes.

Charles Campbell made his second appearance on the mound for GW and won his second game with a 6-4 win over American University in the first game of a doubleheader Saturday. The Colonials won the second game 7-3, with Richard Rosentock the winning pitcher.

Bernie Day joined the long ball hitters in support of Campbell, contributing a triple and home run. Terry Grefe's first inning double scored the first run of the game.

Pete Hyde led the hitting in the second game with a pair of doubles, three RBIs and scored twice. Art Perlis scored three runs on a single and two walks.

With the Colonials winning four of the six practice games they have played this fall, Coach Korchek has been impressed by several newcomers to the squad.

Cliff Brown continues to improve each game both at the bat and in the field. He made several fine fielding plays against Navy Friday. Bob Dennis made his debut at shortstop Saturday against AU and, after a shaky start in the first game, made several outstanding fielding plays in the second game. He also contributed an RBI single in the first game.

Bunnel indicated in the Navy game that he is going to be an exciting pitcher. He could become one of the best to perform for the Colonials in many years.

Bernard Day has indicated Coach Korchek can throw out his sophomore statistics. He is lighter, faster and a better hitter than he was last spring. Hyde has also been impressive and will play somewhere. Hester, Gary Brain, Day and Hyde are all strong contenders for starting roles in the outfield. Three of the four are lefthanded hitters, with only Brain hitting from the right side.

GW	110	100	0	--	3
NAVY	000	000	0	--	0
AU	000	400	0	--	4
GW	212	001	x	--	6
AU	300	000	0	--	3
GW	103	300	x	--	7

## Soccer Varsity Dumps Mountaineers

GW'S SOCCER VARSITY exploded for four goals in the second half on its way to a 5-1 victory over Mount St. Mary's last Wednesday in the opening game of the season for both teams.

The Colonials so dominated the second half that the official scorer did not credit the Mounts with a shot in the second half although at least two feeble attempts were made.

Cousins Roland Romain and Georges Edeline led the romp with two goals each, while Everest Ogu added one. Honorable All-American Dana Kimmel put in the only goal for the Mounts. The game was literally off with

## Rugby Club Loses

THE GW WASPS lost to the Baltimore 2nd XV 9-3 in their first rugby game at Haines Point last Saturday, but all on hand would agree that the game of rugby won overall.

In the first half GW played very well. The forward players held their own in the lineouts with George Edgar clearly dominating the jumping for the ball. In the set scrums GW was less successful as the pack collapsed several times against a strong Baltimore shove. This can be attributed to inexperience, and when the forwards learn to bind properly, the problem will be resolved.

Baltimore opened the scoring with a penalty (field) goal for three points. Ironically, it was a GW player whom we had lent to a three-man-short Baltimore team, who kicked the goal.

In the second half, GW, still holding their own, began to flinch

a little, due to a lack of physical fitness. Baltimore scored twice more from field goals to knotch up nine points and Tony Coates, who played a valiant game leading the GW team on the field, scored one field goal for GW.

Gregg Siggers, a new convert to rugby, played a great first game at wing forward. The two wings ran well but needed more opportunities. Charlie Mead played a great game behind a scrum that was being pushed off the ball. (Deserving, however, Baltimore won the game with its fitness and experience, but the Wasps are shaping up).

All those interested in playing should contact either Lian Humphreys (capt.), EM 3-1455; Tony Coates, 676-6964; or Jim Levett, EX 3-8719.

If you are confused by this article, come out and play or watch. The GW Wasps play Washington City 3rd team Sunday, Oct. 8, at Haines Point.

The next practice will be held Tuesday evening at 8 p.m. Check the team notice board at the rear of the Student Union for location.

## Baltimore Downs Colonial Booters

THE COLONIAL SOCCER team fell behind, 2-0, in the first eight minutes Saturday and, despite a strong second half effort, dropped a 3-2 decision to the University of Baltimore.

Injuries hampered the Colonials although Roland Romain scored his goal in the fourth quarter while the team was a man short due to an injury.

The Colonials made several defensive mistakes and three of them proved costly. Only a fine effort by John Leaning and several fine saves by Henry Ziegler in the first half and Mike Sussman in the second prevented additional Baltimore scores.

Everest Ogu scored his second goal of the season in the second quarter with seven minutes remaining in the half, while Romain added his third with five minutes remaining in the game.

## Soccer to 'em

by Tom White  
Varsity Soccer Coach

NO MORE THAN one diagram today! With two intercollegiate matches already in the record book for the 1967-1968 season, I feel confident enough to abandon, for the moment, the strategical-technical aspects of soccer in favor of commenting on our varsity squad. It is a good one this year!

The season's opening 5-1 victory against Mount St. Mary's and the 3-2 loss to Baltimore University are indicative of at least one great improvement over last year -- the team has plenty of scoring punch on the forward line in outside-left Roland Romain, inside-right Georges Edeline and outside-right Everest Ogu. Dave Grant, Frank Rosenblatt, and Federico Ramos figure to contribute their share of goals for the Colonials.

Although Baltimore's three goals might belie the fact, our defensive line is quite strong. Starting fullbacks John Leaning, Dave Satter, and Roger Kimmel are seasoned players; each with two varsity letters to their credit. Alfredo Arriagada, a freshman, looked good in the BU game. In addition, versatile inside-left Rudy Laporta will figure deci-

sively in the fullback line as the season progresses.

Halfbacks Murray Rosenberg and Jim Corbell are definitely key assets to the team. With Dave Docherty probably out for the season with a knee injury, each figure to be "90" minute men in most of our matches. Goal-tending duties will be shared by Mike Sussman and Henry Ziegler.

I want to emphasize the fact that this is a "young, old team" in many ways: old in experience, young in college standing. Edeline, Ramos, Ziegler and Arriagada are freshmen. Laporta, Ogu, Rosenblatt, Grant, and Rosenberg are sophomores. Corbell is a junior, while Leaning, Satter, Romain, and Kimmel are the only seniors.

In pre-season practice, I stressed that we develop an aggressive defense and a deliberate, control type offense. Both of our first two matches have followed this pattern, especially in the second half of the games. We will probably pick up the pace in the first half of our matches as the season progresses and the team gains cohesion.

We play American University tomorrow at AU with game time at 3 p.m. Come out and enjoy a good afternoon of soccer.

Probable starting line-up (with a modified 5-2-3 formation).

Roland OL	Rosenblatt IL	Edeline IR	Ogu OR
Corbell LH	Leaning CH	Rosenberg RH	
Laporta LF	Satter CF	Kimmel RF	
	Ziegler G		



## Two Points

## Wrestling Comes to GW

by Stu Sirkin

WRESTLING, mankind's oldest sport, has finally come to GW. Most people, having seen that great exhibition of groaning on television, think they know all about wrestling. They even can rattle off names like Antonina Rocca, Bruno Sammartino, Skull Murphy, Happy Humphrey (all 750 pounds of him) and Gorgeous George. Well, although it may be a shock to you devotees of idiot box wrestling, that is not the type of wrestling that is coming here.

Collegiate wrestling follows definite rules, and is a sport, not a groaning exhibition. While it is somewhat tame compared to the TV kind (no little old ladies with umbrellas), there is a skill that is obvious even to the first time viewer.

And while there are no sleeper holds or any legs twisted into a dozen knots, there are plenty of holds, moves, and positions, all legal, and all taking precise timing and strength.

The wrestling club at GW is being formed by Dave Greenberg and Bill Shawn under the auspices of the men's p. e. department. This year they are planning to have scrimmages with other schools and hopefully enter tournaments.

Next year, if everything works out, maybe, with a lot of luck, there will be a regular inter-collegiate schedule on a varsity level. But that is only the organizer's hope right now. After all, this year comes first.

This year they have mats, a place to practice, and a nucleus of experienced wrestlers. The next step is an organizational meeting for all those interested in competing. Since it is a club, both grads and undergrads are invited. In fact, anyone who is interested is invited (TV wrestling addicts included). No experience is necessary, only interest. Size also is not a prerequisite; there are ten weight classes, varying from 123 lbs to heavyweight.

The meeting will be held Wednesday Oct. 4 at 9 p.m. in Monroe 101. Anyone who is interested and cannot attend the meeting should get in touch with Dave Greenberg at 293-1317.

## Extramurals Plan Three Sport Day

EXTRAMURAL WEEKEND on Oct. 20 -- 21 will consist of touch football, volleyball, and basketball, Larry Usiskin announced at the extramural meeting on Friday.

Each organization will submit names of possible players to Usiskin this week to form a nucleus for the teams. However, any independent wanting to try out for the team is urged to see Usiskin in the men's physical education dept. as soon as possible.



PHI SIGMA DELTA'S Paul Kravitz is surrounded by TEP's as the two teams battled to a scoreless tie Saturday.

## DTD Wins Trio of Grid Games

by Yale Goldberg

THE 1967 touch football intramural program had a full complement of games this weekend under the direction of Larry G. Usiskin.

Perennial champion Delta Tau Delta kept up its winning ways by winning three games. A-league action saw the Deltas beat the No Names, 12-6. In other games, Calhoun Hall beat Sigma Nu, 12-0, scoring once on an intercepted pass. Jim Isom scored on the first play of the game and Glenn Davis threw for a touchdown and again for a PAT in leading Welling Hall over Phi Sigma Kappa, 10-0. Fraternities came out on top in their clashes with independent organizations as Sigma Chi beat the Disasters,

7-6, and Sigma Alpha Epsilon edged the Law School, 14-6.

The less rugged Saturday B-league saw many low scoring games, including shut-outs of Theta Tau over Sigma Phi Epsilon, and Alpha Epsilon Pi over Sigma Alpha Epsilon, 8-0. Phi Sigma Delta fought Tau Epsilon Phi to a scoreless duel, while Sigma Chi and the Medical School tied, 6-6. In the only other game, Delta Tau Delta won by forfeit against Welling Hall.

The Sunday B-league saw both a minimum of action and scoring when two games were forfeited and four others had at least one team shut out. Perhaps the fiercest battle of the weekend took place when Sigma Alpha Epsilon slugged it out with Phi Sigma Delta, only to produce a 0-0 tie. Both the Law School and the Avengers forfeited, allowing their opponents, Tau Kappa Epsilon and Alpha Epsilon Pi, to pick up easy victories. Phi Sigma Kappa beat Adams Hall, and the Deltas beat Tau Epsilon Phi, 7-0. Rasputin's Raiders, under the leadership of Mark Plotkin, beat the Chargers, 13-0. Rounding out the action was a 6-0 victory for Calhoun Hall over Kappa Sigma. In this game, Calhoun Hall scored on its first play after an interception by Rich Pandich.

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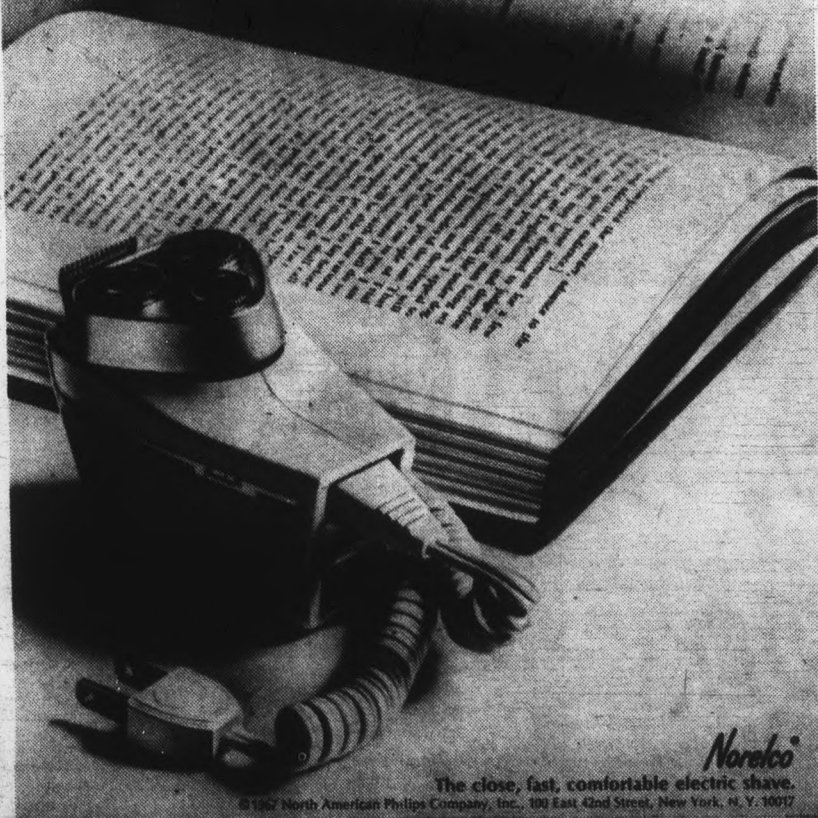
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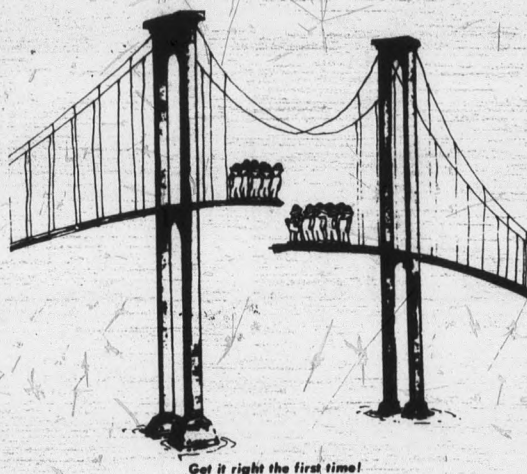
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**THE HATCHET**

# ENCOUNTER

Vol. 2, No. 1

Special Editorial Supplement to the George Washington University Hatchet

Oct. 3, 1967

Also distributed with the American University Eagle



## D.C. Schools Inadequate

by Rep. Joseph Y. Resnick (D-N.Y.)

ON SEPTEMBER 6, 1967 a preliminary draft of the Passow Report on the D.C. public schools was released. The abrasive and disturbing conclusion reached by members of the study based on their findings reads: "As presently organized and operated, the schools are not adequate to the task of providing quality education for the District's children."

To those of us who have maintained an ongoing interest in the D.C. schools, this should come as no shock. For example, during the 1964-65 school year, the

dropout rate for the District was 33.7% of the students who had entered ninth grade in 1961. Last fall, figures released by the office of the Surgeon General, the District led the nation in percentage of military rejection of eighteen-year-olds because of mental failure -- 55.3%. Breaking down the composite figure into its parts reveals that failures occurred among 16.8% of the white and 65.4% of the Negro youths taking the mental test. In the first school-by-school breakdown of reading scores released by former Super-

(See RESNICK, p. 6)

## But Freedom Challenged

by Rep. Joel T. Broyhill (R.-Va.)

It is difficult to enjoin the issue of academic freedom and the decision of Judge Skelly Wright's in the D.C. school case of *Hobson v. Hansen*.

Academic freedom to be meaningful must be applied to the total spectrum of schools and scholarship, not just the right of campus rebels at whatever level to disclaim and protest against school procedures.

For generations school boards, college presidents, and regents have made determinations concerning the conduct and operation of

their institutions. For generations students and others have protested. Out of these encounters has emerged a system of public and private schools superior in almost every respect to that existing in any other free nation.

The public school track system in the District was the hicle for the judicial complaint and the Wright ruling which disintegrated it. In my opinion, the issue should have remained in the academic realm, the free academic realm, instead of being projected into the courts, where a single judge

(See BROYHILL, p. 7)





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## Skelly Wright a Pawn

by John R. Immer

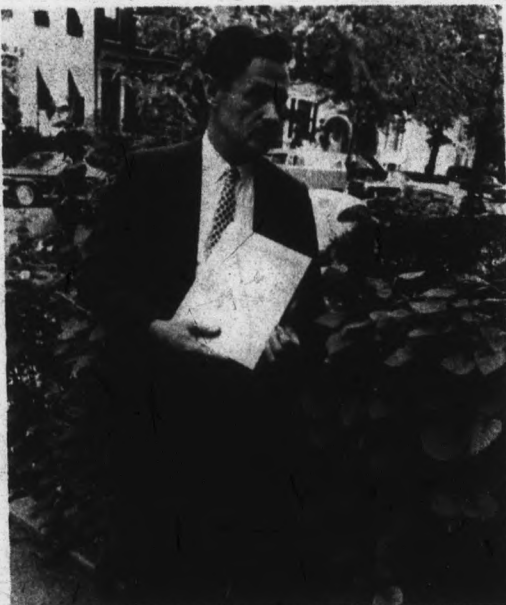
JUDGE J. SKELLY WRIGHT is simply one pawn and the school system of the District of Columbia is simply one part of a battle that is being waged by a small group to gain complete control of the District of Columbia. If the education of thousands of children is retarded in this process this is simply part of the price that has to be paid.

The concept of a suit against the D.C. Board of Education required a brilliant legal mind thoroughly conversant with the inner workings of the Federal Court of Appeals. Such a mind was provided by Judge David L. Bazelon, chief judge of the United States Court of Appeals for the District of Columbia. In January, 1966, Judge Bazelon "stepped down" from the bench and testified before the Pucinski Committee, not as a judge, but as chairman of the Advisory Committee of the Model School Division. It was Judge Bazelon who selected Judge Wright to try the D.C. school case. Judge Wright's views on this subject were well known to Judge Bazelon and the latter knew that the former could be depended upon to come up with the decision which Bazelon wanted made.

There is something completely contrary to American thinking to have our school methods, school philosophy and the distribution of teachers determined by a local judge instead of by the duly appointed school board. Some of the fallacies and errors of judge-

With the possibility of the suit having been started in the first place by a member of the Court of Appeals, it may not be surprising to see that this same court is very slow to consider any of the legal actions filed by the defendants in the school suit. Judge Wright has time to hold hearings to enforce his dictum but no time to consider the appeals of the defendants against his decision. This is clear evidence of judiciary bias! It may be some time before either Judge Wright or the Court of Appeals will be able to consider the appeals of former School Superintendent Carl F. Hansen and the citizens of the District.

The strategy by the court seems to be to stall such normal appeal machinery until the present Board of Education can implement and put into effect all the things which Judge Wright's decision demanded. A serious problem has arisen here which may prevent this from being accomplished. With the almost certainty at this time that Congress will pass the bill providing for an elected school board, the present school board is already, in fact, a "lame duck" board and in a position where none of its decisions can be considered as "firm". What experienced educator would take a job now as Superintendent of Schools of the District of Columbia when it is certain that he will be working with a new school board which will most likely have views opposing those of the Board which appoints him?



John Immer

ment involved in the decision have already become apparent and Judge Wright already has had to admit his error in drawing rigid lines for school boundaries. It must have come as a shock to him to discover that far more Negro students than white students were adversely affected by this decision. Even at this time there are mixed schools in the District which have fewer Negro children in them this year than they had last year because of the Judge J. Skelly Wright decision.

The Board of Education may also be in real trouble when it goes to Congress to get the necessary funds to carry out some of the requirements of Judge Wright. Dr. Hansen had considerable success in getting all the funds he asked for but there is a very real question as to what kind of a reaction Congress will have for requests for untried and unproved schemes being offered by the present Board of Education. The vindictive efforts of Dr. Euphemia

Haynes to get rid of Dr. Hansen are well known in Congress. The proposals for educational parks with their additional millions of dollars of costs will be weighed by the Appropriation Committees with the desirability of spending that money on more teachers in the basic subjects. These committees will consider seriously the educational value of these new proposals, not their impor-

hood and citizenship in the modern world. It is these same Liberals who are so perturbed about having any religious or moral instruction in the schools, who now have complete control of the schools of the District.

The frantic changes in the school set-up hastily put in compliance with the ill-conceived requirements of Judge Wright coupled with untested curricula



Photo by Beckerman

tance as part of a tactical political maneuver.

No matter what other issues are involved, we still need our experienced teachers. One can almost equate the desirability of these changes with the criteria of how this affects our teachers. One of Judge Wright's edicts required a re-distribution of teachers throughout the city. Over the years, our teachers have been retained in the same schools. Many of them have bought homes so as to have more permanent roots in the community in which they are teaching. They have become institutions themselves as succeeding waves of children have passed through their classes. All this is to be destroyed, Judge Wright says. The result is that we are threatened with a flight to the suburbs and early retirement of our most experienced teachers.

Your school system and your teaching can be no better than your teachers. All the new buildings and all the new emphasis on counselors, new gimmicks in instruction, such as team teaching, educational parks and better integration will be no adequate substitute for good teachers. The Liberals have put all the emphasis on the physical things in a child's make-up almost to a complete exclusion of the moral, religious and spiritual elements which give a growing child dignity and a real potential for man-

changes have brought the system to a state of chaos. All parents of children in the District are now genuinely concerned and worried about what will happen in the next year. The outlook is gloomy. In our system of orderly

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government we are taught and trained to depend on the courts for remedy against such insidious corruptive forces. In this case, the courts are biased and prejudiced and lined up solidly against us. It is obviously a biased court that has taken the initiative and that is waging the battle against the parents of the District in their desire for quality education and healthy moral development of all the community's youth.

## THE HATCHET

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# Wright Decision: Threat to Freedom

by Dr. Benjamin C. Willis

DIRECTED AT A school system with a 93 percent Negro population in Washington, D.C. the recent legal ruling of Judge Skelly Wright, in all of its implications, constitutes a major threat to freedom in American school systems in both large cities and suburbs.

Similar decisions, if unleashed by this precedent-setting legal intervention, threaten havoc with the prerogatives of school boards as policy makers and with state and local management of education.

Benjamin C. Willis is former Superintendent of Schools for Chicago. He received his B.A. at GW in 1922 and an honorary Doctor of Public Service here in 1964. He holds a Ph.D. from Columbia University. He is now with Benjamin C. Willis Educational Services, Inc., in Chicago.

Adversely affected will be millions of youngsters whose exploitation in such arbitrary decision-making makes it mandatory for educators and concerned citizens alike to consider appeal.

Mr. Carl Hansen, with the backing of the American Association of School Administrators, is taking this appeal action as a private citizen, having been literally forced to resign in defense of ability grouping. Anarchy grows from just such "incidents" as freedom of choice declines. Mr. Hansen defends more than some encrusted form of academic freedom; he defends freedom itself by taking his action.

The June 19 decision of Judge Wright decreed that de facto segregation (rooted in housing) existed in Washington schools and was "unconstitutional." His action barred "discriminatory practices" as the ability grouping system for a more "democratic" form of organiza-

tion. Advocated in the name of democracy, as well, was: busing of Negro students to the smaller, white-populated schools (some 8%) and the abolition of optional attendance zones. It was cited that "...teachers tend to segregate themselves." All of these rulings, based on the de facto segregation charge, are normally and validly in the domain of the Boards of Education. By a basic ruling, dating back to 1954, the establishment of de facto segregation as illegal has led to all manner of distortions in operating schools that the school systems are now forced to assimilate. In fact, de facto-segregation in Washington is the direct result of the floodtide of white people moving from the influx of poor and uneducated Negro people. The issue is not one of segregation and integration as much as it is one of the housing patterns which reflect the will of the people.

In the balance is freedom -- freedom of choice; freedom of the educator to make recommendation of policies he knows to be workable and necessary in educational matters; freedom for governmental intervention in the lives of children and adults. Let us examine, in brief, what these legal decisions mean.

## Racial Balance

Busing students. Racial balance is the purported end of transferring large numbers of Negro students in Negro-populated schools to the lesser number of white-populated schools. It is a "balance" that cannot be achieved under the press of mobility of people and the white exodus from Washington. There are problems with busing that far exceed the physical handicaps of long distances. There are psychological adjustments for the child. There are upheavals of family patterns and cultures. (There is the cost factor, which

is the most unplanned-for obstacle). There is the administrative problem of organization--and the all-important consideration of teacher placement in schools where they are frozen or with arbitrary moves -- in itself verging on a legal question of the teachers' rights to work where they choose.

Out of this tangled mass of criss-crossing humanity there is supposed to come some automatic form of "democracy" which, it is ruled, can be achieved by simply lumping people together. Busing into new social patterns is, as one teacher has noted, "the fastest road to oblivion for the child." Other hazards, such as safety, by-products of the larger inefficiency of trying to move large numbers of children to illogical distances is a case for study in itself. Suffice it to say that freedom, individual freedom exercised for all people, is democracy; all people are not being considered in the Washington decision in view of the fact that a small eight percent of the white students apparently have no rights at all. Nor do their parents.

## Optional Zones

Abolishment of optional attendance zones. Literally, this means the restriction of child and teacher to a school and area decreed by what can only be termed a "numbers game" with no regard for the personal choices of either. The logical neighborhood school system in which the school is the center of the community, integral to it, and from which the cultural flavor and makeup of the community is made cohesive, would be abolished under this ruling.

Verging on legal action that affects the essential rights of property owners, renting agents, and the people themselves, this abolishment of choice would serve to divide whole neighborhoods and

social patterns with resulting chaos. One cannot speak of phasing in or out in this connection; for the move is more than a physical uprooting; it involves the entire structure of the family, its cultural-social-educational choices and its very fiber. Families would be forced to move; cohesiveness would not exist.

## Track System

Abolishment of ability grouping. Standardization can by no means be termed democratic; for the leveling process is one that makes no allowance for the varied gradations of learning ability, achievement, or talent. The same education for all is not a democratic education for all. A flexible curriculum insures a range of outlets for myriad abilities and skills; moreover, such flexibility is not a matter of classification of students for its own sake. It is an assurance that the pupil may start where he is and work to what he can be. Would we rob any child of his prerogative to grow at his own pace? Ability grouping can be compared to driving an automobile through a series of mountain passes. The speed with which one travels, and the turns in that road, as well as the detours possible -- all of these are matters dependent upon the human potential behind the wheel. So it is that ability grouping, rather than restraining the child's potential and limiting its expression, serves as an impetus to exceed past performance. The implications to the gifted in not being able to perform at their own rate would, alone, reveal the superficiality of the thinking that would destroy a so-called "track system." The difference may lie, if I may make a wryly-humorous aside, in a standardized

(See WILLIS, p. 8)

## For Quality and Equality

# The Rights of Children Are Paramount

by Mrs. Elizabeth Koontz

THE NATIONAL EDUCATION ASSOCIATION will file an amicus curiae brief in support of Judge J. Skelly Wright's decision because the NEA firmly believes that the rights of children are paramount. We cannot support the position that under the excuse of legal prerogatives, do-nothing, tradition-bound boards of education and school managers can continue to provide unequal and inadequate educational opportuni-

ties for the children of the urban centers of America.

At stake in this decision are two fundamental principles: one is the principle of the intervention of the courts into the operation of the schools and the assumption of responsibilities which traditionally are those of boards of education. The other principle is equal rights to education, under the law, for all children.

## Quality and Equality

The NEA is chiefly concerned with the quality and equality of education for all children. The special problems of American urban areas presents a severe challenge to all public agencies especially the public schools.

The efforts of educators to deal with these problems have been impressive in size and intensity, but the fact must be faced that these efforts have not generally succeeded. Teachers, feeling that the odds against them and their pupils are overwhelming, continue to be of low morale. Classes persist in being too large for effective services to pupils whose needs are especially great. Children and parents often see little reason for trying. Some feel little stake in American society. The tragedy of widespread misery, blunted aspirations, and wasted talents continues, and the alienation of many disadvantaged Americans from society bodes ill for the nation's

strength, unity, stability, and progress.

Among the many grievous problems now plaguing American cities, none is greater or more difficult to solve than the de facto segregation which is presently increasing in nearly all of the major cities. This form of segregation results from social customs and economic conditions. In the past, inner city schools have provided quality education. Today, despite great effort, many such schools are providing inadequate education. This has been dramatically pointed out by recently completed investigations by the NEA Professional Rights and Responsibilities Commission. Studies of the Baltimore and Detroit Schools highlighted graphically the problems of deteriorating school systems. The Association believes that these schools should receive higher-than-average funds to provide increases in staff and instructional materials to carry out present programs and more compensatory education.

## Transcend Present Patterns

In addition, the Association believes that education must transcend present patterns of urban school organization, programs, and staff. While not abandoning the concept of the neighborhood school, the Association has called for bold experimentation with pupil transportation, specialized schools of high quality, educational parks, and me-

tropolitan-area school districts. To attract teachers with the highest professional qualifications and to meet the needs of the urban child calls for high salary schedules and economic benefits, a wide variety of supporting services, and more equipment and instructional materials.

## Cross-Racial Experiences

The NEA also believes that cross-racial experiences form an essential part of the education of every pupil. Where such experiences can be provided be altering school enrollments, by busing pupils, or by establishing educational parks, these reme-

dies should be sought. The Association recognizes that there are cities in the nation where no redistribution of pupils will achieve truly integrated education. Where, for example, the white children in a public school system constitute a minority, no redistribution of the children can accomplish the desired ends. In such places, special efforts are needed. Association policy, therefore, is to support court action to secure general recognition of the fact in such places the fixing of the political boundaries by statute is tantamount to deprivation of equal protection of the laws for some persons. There should also be vigorous administrative efforts to ameliorate existing conditions; where school enrollments cannot be adjusted, it may be possible to partially compensate by area-wide interchanges of pupils in other sorts of activities, such as athletic, cultural, recreational; or social events.

Intervention by the courts in the operation of the schools should not be viewed passively by anyone. But to those who are interested, there should be concern with the motivation and need for such intervention as well as the legal basis on which it takes place. The NEA believes the problems are severe and that such action was necessary. The children of the inner city cannot afford to wait any longer for the quality education they have a right to be receiving now.

Mrs. Elizabeth D. Koontz, a native of North Carolina, has been a teacher of the mentally retarded for most of her career. She has just been elected president of the nation's largest professional organization, the million-member National Education Association. A graduate of Livingstone College in Salisbury, N.C., Mrs. Koontz earned her master's degree in education at Atlanta University in Georgia, and has done additional graduate work at Columbia and Indiana Universities. In May 1967, she was awarded an honorary degree by her alma mater, Livingstone College. In July of 1964, Mrs. Koontz was one of 16 Americans who visited the Soviet Union at the request of the "Saturday Review" magazine, to have informal discussions with the Russians on ways to improve relations between the two countries.





# The Repercussions of Wright

by David Marwick

JUNE 19, 1967. The defendants -- Superintendent of Schools Carl F. Hansen and the Board of Education of the District of Columbia -- are "permanently enjoined from discriminating on the basis of racial or economic status."

J. Skelly Wright ruled that they "unconstitutionally deprive the District's Negro and poor public school children of their right to equal opportunity with the District's white and more affluent public school children."

The Judge found in favor of the plaintiff, Julius W. Hobson, leader of a militant civil rights group, ACT. When the D. C. Board of Education decided soon afterward to accept the decision, Dr. Hansen announced his intention to resign after 11 years in his post.

Many of the decision's supporters believe it will give legal currency to a massive, \$250,000 Columbia University School of Education study of D. C. schools. (This so-called Passow Report, recently made public, advocates even more sweeping changes than does Wright.)

Judge Wright questioned several educational practices:

- Aptitude tests, used to section (or track) students, "do not relate to the Negro and disadvantaged child. . . . Consequently, track assignment "relegates" these children "to the lower tracks from which . . . the chance of escape is remote."

- Optional zones, a relaxation of the neighborhood school policy, "allow white children, usually affluent white children, 'trapped' in a Negro school district, to 'escape' to a 'white' or more nearly white school."

- "The teachers and principals in the public schools are assigned so that generally the race of the faculty is the same as the race of the children."

- "The median annual per pupil expenditure (\$292) in the predominantly (85-100%) Negro elementary schools in the District of Columbia has been a flat \$100 below the median annual per pupil expenditure for its predominantly (85-100%) white schools (\$392).

- "Generally the 'white' schools are underpopulated while the 'Negro' schools generally are overcrowded."

Wright cited no overt de jure (legal) segregation. In fact, he was little concerned whether the situation was deliberate or unconscious. His intent was to correct any furtherance of the "natural" homogeneity which accompanies segregated neighborhoods.

To this end he ordered "abolition of the track system, abolition of the optional zones, transportation for volunteering children in overcrowded school districts east of Rock Creek Park to underpopulated schools west of the park . . . substantial integration of the faculty of each school beginning with the school year, 1967-68."

Indeed, it is the exactness of his prescriptions which marks the most significant departure from previous court cases in this realm and which has caused the most controversy. Previous cases (culminating in 1954 with *Brown v. Board of Education of Topeka* and a companion case for D. C., *Bolling v. Sharpe*) branded a system as unconstitutional because it denied due process or equal protection of the law; Wright has taken a further step and prescribed educational remedies.

Just as the repercussions of *Brown* have been felt nationwide, the effects of *Hobson* will probably extend far beyond the District of Columbia. The wake of *Brown* and *Bolling* engulfed the south's de jure segregation. *Hobson's* progeny may well spread northward to challenge de facto segregation.

Here lies the greater significance of this landmark decision. Its importance extends far beyond this city's students. A high (93%) and growing percentage of Negro students here may cushion many of the practical consequences. But in New York, Chicago, Philadelphia, Boston, and Detroit, heterogeneity -- economic and racial -- may still be largely achieved through remedies such as Wright has proposed.

Even if the case, which will be appealed by Hansen, should be overturned, its significance will not be diminished. It has, for the first time, raised serious legal questions about de facto segregation. And it will also afford the Supreme Court an opportunity to re-examine the bounds of judicial authority.

## THE ENCOUNTER

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## Remarkable Document

by Mrs. Sarah Carey

WHATEVER THE VIEWS of legal scholars concerning the propriety of the judiciary assuming an active role in solving controversial social issues, Judge Skelly Wright's opinion of June 19, 1967 in the case of *Hobson v. Hansen* is a remarkable social document.

Not only is it an impressive compilation of facts concerning the operation of the D. C. public school system and a probing

public schools in rescuing themselves from their depressed cultural and economic condition; furthermore, the schools must serve "as the public agency for neutralizing and normalizing race relations in this country."

Because of the de facto segregation of Negro and poor children from white and economically privileged children, and because of the fact that the educational resources available to the segregated group not only fail to provide any special remedial aids but which might remove their handicaps are measurably inferior to the resources allocated to the more privileged students, Judge Wright held that the city's public education system unconstitutionally deprives Negro and poor children of the right to equal education. He ordered the School Board and the administration to put an end to such discrimination by correcting certain specific malpractices and by providing an overall plan for the remodeling of the entire school system.

Although Judge Wright did issue specific orders to correct a few of the inadequacies challenged by *Hobson* (faculty segregation, tracking, optional zones, etc.), he did not set forth a blueprint for the overall reformation of the system. In the process of analyzing the present operation of the schools, he did, however, attack two of the major myths of American education.

First, he made it clear that the much lauded advantages of the neighborhood school system--where that system results in de facto racial or economic seg-

regation--may be totally negated by the disadvantages incurred by the segregated group and in fact by society as a whole. As to the former, he found that their scholastic performance is improved in a racially and socially integrated environment, and as to the latter, he emphasized the importance of public education to the reduction of racial intolerance.

In words whose weight increased during a summer of violent racial rioting, Judge Wright declared that "learning to live interracial is, in a democracy should be, a vital component in every student's education experience. Judge Wright did not order an end to de facto segregation in the District's schools -- but he stated that without integration it would be difficult, if not impossible, to provide equal opportunities to the disadvantaged.

Secondly, Judge Wright made it clear that at least in an urban environment such as the District's, the old theory that a child's education should be provided not just by the schools but by the family and community as well is no longer adequate. The conditions in the disadvantaged section of the District (and in any U.S. ghetto) are such that the community--and in many cases the family--can no longer carry its share of the load. In fact, it is the negative influences exerted by these two institutions in the first place which make a child "disadvantaged."

(See CAREY, p. 5)





## Passionate Opinion

## Skelly Wright's Sweeping Decision

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In a long, passionate opinion in the case of *Hobson v. Hansen*, Judge J. Skelly Wright of the US Court of Appeals for the District of Columbia, sitting by assignment as a District Judge, has roundly indicted the Washington school system and its superintendent, Dr. Carl F. Hansen, declaring the former, and quite possibly also the latter, unconstitutional. The opinion is a jeremiad and as such commands respect. The inner city of Washington, with its slums, its poverty, its juvenile crime and its schools, is a disgrace. Against this, Judge Wright cries out, from the heart. But Judge Wright is a judicial officer administering the Constitution, and the Constitution does not put at the disposal of judges the resources to prevent, abolish, or even alleviate poverty, juvenile delinquency, slum housing, or rotten schools.

The Constitution forbids segregation enforced by law and requires federal judges to remove its vestiges. This in-

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volves no making of educational policy, and certainly no effort to rearrange a deteriorating social and economic environment. It involves removing the coercive force of the state as a cause of segregation, and then neutralizing its lingering effects. But with very few exceptions, federal judges other than Judge Wright have felt unable to tackle situations of massive de facto segregation in major urban centers. They have failed to act, because, as Judge Wright unwittingly demonstrates, they have no well-developed body of principles to fall back on in reforming such educational institutions as the neighborhood schools. They enter, in the area of de facto segregation, territory that is unfamiliar to them, in which they are not entitled to have special confidence in whatever answers they may evolve, for these are likely to reflect no more than their own personal preference or orders of priority. There was, in contrast, a good bit of history and principle to fall back on in deciding that legal segregation, coerced by the state, was unconstitutional. Judges have failed to act also because, even if they knew some answers, they would still lack the resources -- the money, the personnel, the machinery -- to put them into effect. This is not a question of being obeyed. Law always runs the risk of being disobeyed, as *Brown v. Board of Education* often was. That case, however, was a "stop" order. When courts undertake to issue a "go" order, as Skelly Wright has done, they need resources which are not at their disposal.

## Bad Faith

Judge Wright's indictment of the superintendent and the school administration is rife with imputations of bad faith, but in the end it comes to rest on a charge of complicity only, not on a charge of intentional segregation. He condemns as unconstitutional the track system, optional school zones, teacher assignment practices, and in some measure the entire neighborhood

school policy, but he does not quite come to hold that these features of the Washington school system were instituted or maintained in order to perpetuate segregation in the schools.

It seems quite clear to Judge Wright that the optional zones, for example, operate to allow white children in a relatively integrated neighborhood to escape from a predominantly Negro school into an integrated, but substantially white school. And yet it is far from clear that if the optional feature of the zones were removed, the result might not be more segregation than at present, either because rigid neighborhood lines would have that effect, or because more whites would simply flee. Moreover, the option is available not only to whites but to Negroes, and is availed of in some measure by both. Despite his imputations of bad faith, Judge Wright fails to prove his case concerning the optional zones.

One of the purposes of the track system of ability grouping is the remedial one of helping the slow and disadvantaged student. Another is to permit the quick to advance at their own pace. Judge Wright makes a persuasive case against the system as it operates in Washington. It is too rigid, it tends to validate its own predictions, which in turn are made on the basis of tests that yield much less certain a measure of true ability than is often supposed; and it does not fulfill its remedial purpose, because it is not supported by sufficient remedial resources. No doubt it could be improved and perhaps it should be abandoned. The difficulty comes in declaring a well-intentioned and debatable -- educational policy unconstitutional, either because one deems it wrong, or maladministered, or, for whatever reasons, a failure. If this is the function of the Constitution and of our judges, they have their work cut out for them.

## Quality and Inequalities

Another portion of Judge Wright's opinion deals with supposed inequalities in facilities and quality of instruction between predominantly Negro schools in the District and the few predominantly white ones. Here there is no doctrinal difficulty. Whatever the intention behind them, demonstrable inequalities in treatment at the hands of government that run along racial lines are unconstitutional. They were well before *Brown v. Board of Education*. The prior constitutional doctrine commanded equality in separation. The Constitution now forbids separation, but it has not abandoned the goal of equality. So the issue is a factual one. As to physical facilities, the evidence seems to be neither here nor there. Negroes are vastly in the majority in the Washington school system, and in consequence they occupy some of the oldest and some of the newest buildings. But Judge Wright makes out a persuasive case concerning the distribution of teachers in the District.

The predominantly white schools have apparently had more than their share of experienced, tenured teachers. Whether this is a real advantage may be questionable, and the school administrators in Washington apparently do question it. But since experience is a criterion of competence in most professions, it is not easy to see why it should be discarded in the teaching profession. At any rate, the decisive consideration is that the Washington school system has not discarded it, but has simply tolerated a smaller proportion of experienced teachers in Negro schools.

## Disparity in Expenditures

Judge Wright is also persuaded that there is a substantial disparity in per capita expenditures per pupil among white and Negro schools, with greater expenditures, of course, in the white schools. To the extent that the disparity is real, it seems to be a function of the greater proportion of tenured -- and

hence higher salaried -- teachers in the predominantly white schools. So it scarcely proves anything additional to that.

Finally, though faculties and other school personnel are integrated in Washington, Judge Wright finds that white teachers tend to be assigned to white schools and Negro teachers to Negro schools. It is natural that in a school system with over 90 percent Negro pupils there should be a great majority of Negro teachers; and so there is -- some 78 percent. Given these two large percentages, it is a mathematical certainty that predominantly Negro schools. And many Negroes feel -- they made that clear in the dispute about School 201 in Harlem -- that Negro pupils should have Negro teachers, who should displace as authoritative figures the white teachers who predominated in the past. Be that as it may, the preferences of white teachers for white middle-class schools do seem in some measure to have been informally respected by the Washington school administrators.

## De Facto Segregation

Judge Wright deals with these matters by forbidding the track system outright, and ordering abolition of the optional zones. As to teachers, he orders the Board to present a plan for teacher assignment which will fully integrate the faculty of each school. Since many of the white schools in the Northwest section are underpopulated, he orders the school administration to provide busing the Northwest schools for such children in overcrowded, predominantly Negro school as volunteer for it.

But all this is, relatively speaking, less important detail. The main and most innovating thrust of Judge Wright's opinion is the proposition, which he adopts more squarely than any court has yet done, that de facto segregation as such is unconstitutional. And what does he propose to do about that? "Because of the 10-to-1 ratio of Negro to white children in the public schools of Washington," Judge Wright says, "and because the neighborhood policy is accepted and is in general use throughout the United States, the court is not barring its use here at this time." However he requires the school system to prepare and

Carey--from p. 4

## Law an Effective Tool

The entire decision is permeated with the concept that the only school system which provides equal educational opportunities to the racially and economically disadvantaged is that which provides the means for eliminating environmentally engendered handicaps, thereby enabling each child to develop to the extent of his innate abilities. The new role demanded of the schools is a revolutionary one and one that will require the development of extraordinary resources.

Judge Wright made a detailed analysis of the D. C. school system, found it to be lacking and ordered reform to insure equality of opportunity as guaranteed by the Constitution. He did not specify the course the reform is to take but did establish certain criteria which it must meet.

As a practical matter, fears of contagion in other jurisdictions from the Wright decision can be quieted by reference to the unique conditions prevailing in the District of Columbia. In a city which does not have its own government and which can look only to the U.S. Congress for legislative reform, statutory changes in the educational system are not readily obtained. Nor is administrative reform properly responsive to community requirements likely where the Board of Education is selected by the judges of the U. S. District Court, many of whom do not have roots in the local

community. Because of the inadequacies of the other branches of government which might be deemed responsible for the administration of the District school system, a heavier burden fell on the judiciary, which, in a sense, was merely stepping into the void.

present to him a plan "to alleviate pupil segregation," and to "consider the advisability" of educational parks, school pairings "and other approaches toward maximum effective integration." But what kind of maximum effective integration can there be in a school system in which Negroes constitute over 90 percent of the school population, and in which they may well ultimately constitute even more? In tacit recognition of this unanswerable question, Judge Wright adds that he will require efforts at compensatory education, to provide equal opportunities even in predominantly Negro schools. But how is Judge Wright going to see that effective methods of compensatory education are invented, how is he going to produce the trained personnel to apply them, and how, even if he could guarantee success, is he going to see to the financing of these efforts?

## Quo Vadis?

Here, then, is the heart of the matter. Judge Wright's remedy for conditions that he found to be unconstitutional is still in an early stage of development, but it is reasonably clear that he, no more than anyone else, has a remedy or can put one into effect. What then is the use of such judgments? What is the use of a hortatory constitutional pronouncement urging Washington, D.C., to solve its social and economic problems? Judge Wright's opinion might have been a document issued by some group of civic leaders, or some foundation or research organization, and whatever disagreement one might have had with this or that aspect of it, one would have welcomed its attention to the school problem. But the Constitution and the judges who guard it have a well-defined role to play, which no one else can play. They are to address themselves to those features of the society with which law can deal, by defining rights, obligations and goals. No charitable organization and no study group can do that job, can invoke the power of government to those ends. It is no service to any worthy cause to saddle legal institutions with functions they cannot discharge, and to issue in the name of the law promises the courts cannot redeem.

Alexander M. Bickel

community. Because of the inadequacies of the other branches of government which might be deemed responsible for the administration of the District school system, a heavier burden fell on the judiciary, which, in a sense, was merely stepping into the void.

Although Judge Wright may have gone further in his review of the educational system than would many courts, judicial review of administrative actions is a long established practice in U.S. law. And where the rights of a minority are involved, the courts have long played a special role and exercised a higher degree of vigilance. Judge Wright did not, as his critics would imply, prescribe for the School Board a specific model; he merely established broad standards which must be followed if the school system is to comply with the constitutional mandate of equal protection.

Judicial legislation in anathema to those who view the law as a conservative, restraining force. If, however, the law is viewed as an effective tool for effecting social change, judicial legislation is just another way for describing one of the court's legitimate functions--a function which becomes particularly important when the legislature and the executive fail to act or act in a way that is harmful to constitutionally guaranteed rights.



Resnick--from p. 1

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# Discrimination: Predictable



Intendent Hansen last spring, four out of five District students were reading below the national average. In a system with an enrollment approximately 93% Negro, the implications of such a lag are clear, while research in general remains vague in its assessment of the success or failure of tracking programs, one point has been made fully clear. That point states that in order for any tracking program to attain any success, its implementation must be accompanied by substantive changes in teaching methods. And finally the third assumption about tracking must be that there will be flexibility of movement in and among the various tracks.

### Rigid Stratification

In the District of Columbia schools and in wide practice these assumptions have not proven valid, and so the tracking method, instead of providing a means of improvement for the disadvantaged especially, has provided for a rigid stratification involving social, racial, and economic discrimination. Figures accompanying the Wright decision prove a definite and direct correlation between the race and economic status of students and the track to which they were assigned, the Negro and poor being found predominantly in lower tracks.

Joseph Y. Resnick is the Democratic Representative from the 28th Congressional District in New York. He was first elected to Congress in 1964, and is now serving his second term. Resnick is known to fight for the rights of minority groups and his voting record includes approval of Medicare, increased Social Security benefits, higher minimum wages and anti-poverty amendments. Resnick is serving on the Veterans' Affairs and Agriculture Committee's Rural Development Subcommittee. Resnick now serves as chairman of the Board of a large electronic equipment manufacturing company, and is the founder of two research and development companies.

This is not necessarily or even probably the result of any deliberate attempt on the part of the schools to violate the law. It is rather the predictable result of the machinery of the system. For example, it is increasingly agreed that the tests used for placement are biased toward a middle-class, white background. Even if IQ and ability can be accurately measured, a basic assumption which many psychologists are unwilling to accept, they can hardly be measured in terms with which the person being tested has no experience.

Once tested with this questionable machinery, children are placed in groups with others who most closely approximate their own ability. Theoretically the children should be able to move from track to track as need and ability warrant. But in the District, as the Wright decision shows, tests, which are the chief determinant of mobility, are given infrequently and are generally optional. The result has been comparatively little movement among the tracks by students, and therefore a general isolation of the Negro and the poor among themselves.

None of this addresses the psychological damage

done to a child by grouping, especially low grouping. He may begin to think of himself as "stupid" or "worthless." Almost as bad, his teacher may come to have very little expectation for him and his peers and she may be little inclined to implement any of the "special" methods considered essential to the success of a track program. According to the recent report of the Office of Education regarding equality of educational opportunity, nothing is more important, especially to the progress of the disadvantaged student, than the attitude and expectation of his teacher.

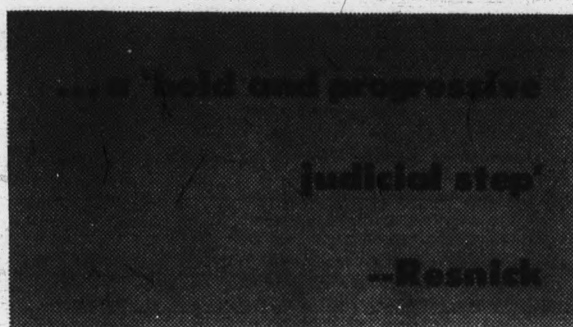
### Future Ramifications

What ever the implications of the Wright decision for more subtle problems such as de facto segregation, its ramifications for the future of accepted methods of discrimination like tracking are clear. It is to be hoped that this bold and progressive judicial step toward greater equality of educational opportunity for all our children, will be accompanied by substantive and effective reform in the process and organization of instruction, which is the heart of education.

The effect of the Wright decision is to say that when the official policy of a school system in any way proves to be discriminatory against any group of students, then that policy is unconstitutional in terms of the Supreme Court decision of 1954. In that light the court has enjoined the D.C. Board of Education to provide for greater faculty integration; to rectify unequal spending procedures favoring whites; to more fairly equalize individual school enrollments by providing busing for students from overcrowded to less crowded schools outside their zones. In addition, and of great portent for the futures of the poor and Negro students of the District, is the ruling of the Wright decision which permanently enjoins the use of the controversial tracking program which has proven such an effective tool for continued racial and economic discrimination in the District schools.

### D.C.'s Odious Monster

It is ironic that the track method of grouping should have become such an odious monster in the D.C. schools, because, in theory at least, this technique has a positive potential for treating, through more individualized instruction, those children who have been the victims of poor education and environment in the past. In the words of Dr. Hansen: "Every pupil in the school system must have the maximum opportunity for self-development and this can best be brought about by adjusting curriculum offerings to different levels of need and ability as the pupil moves through the stages of education and growth in our schools."



While the theory may be worthy, it is based, as the Wright decision notes, upon several assumptions which must be seriously scrutinized. The first of these is that a child's educational ability and potential can be accurately ascertained. The second involves the assurance that the programs and methods employed in the instruction of tracked students will provide the special advantages warranted by the system's implementation. It should be noted at this point, that these figures are merely a sample, but they do indicate, I think, the persisting discrepancy across the country between the performances of white and Negro students and between the student products of urban and suburban education. Recognition of the problem of continuing discrimination against Negro and poor youngsters in the D.C. school came in the form of a court decision on June 20, 1967 in the finding of Judge J. Skelly Wright that the D.C. Board of Education through its operation of the public school system did "unconstitutionally deprive the District's Negro and poor public school children of their right to equal educational opportunity with the District's white and more affluent school children."



Broyhill-- from p. 1

# Imminent Fatality of Educational Freedom

usurped the determinations of academic leaders, who may have erred or who may have been right as rain from the standpoint of teaching the best to the most under the particular circumstance that existed in the District of Columbia.

It is well for University students to be concerned about the Wright decision. The decision removed from the hands of the educators those functions which have been their single most important responsibility since the formation of the public school system in America.

No one denies the need for quality in public education at grade or university level. No one need deny the urgency of highly trained personnel in our schools to deliver that education in quality and quantity. But, when it becomes a judicial decision instead of an educational one there is cause for concern, in my opinion and in the opinion

*Representative Joel T. Broyhill, who attended the George Washington University, is the Republican representative from Arlington and Fairfax counties, Virginia's 10th District. He was first elected to the House of Representatives in 1952. Before his career as a congressman, Broyhill was active in various community and civic organizations. He also served in the U.S. Army as a captain during the Second World War. Broyhill has become a ranking minority leader on the District of Columbia Committee and third in rank on the Post Office and Civil Service Committee. In 1964, he was elected to the Ways and Means Committee.*

of many others more directly associated with the educational system in the District than am I.

Since academic freedom must be extended to the educators as well as the students in order to function equitably, it is difficult to reconcile objections to Superintendent Carl F. Hansen's right to do what he was trying to do with the court's adjudication that he denied that right.

No court, it seems obvious, can run a public school system. No showing was made in the testimony before Judge Wright that the District school system and its able Superintendent had failed to operate an adequate school system under the circumstances as they existed, and for the benefit of the majority within time limits of the social and economic circumstances that existed then and do today.

## Hope for Reversal

But one lives with facts, not suppositions. The Wright decision has been handed down. It will be reviewed, and it is my hope reversed. Not because of the track system solely...that is an educational determination that was made within the province of the District School Board to change if it so desired. If it is reversed, I suspect it will be done on the basis of lack of jurisdiction on the part of the court. No one can deny the power of the court to thrust its views and interpretations into almost every facet of our lives. But, even here there must be limitation or we do not have a community of free men but one of judicial fiat, an exercise of restraint that has stifled academic as well as other freedoms in many lands.

To hold a brief for the track system is to know it intimately. I doubt that the court did in this instance. If the District School Board did so, and failed to express its majority opinion without recourse to the courts, then that school board was derelict in its duties and responsibilities and should have been the victim of the court's wrath, not Dr. Hansen, if a victim was justified.

Students have freedom to protest, and we can assume that the parents of students enjoy the same freedom to protest if they believe their children are being wronged. To my knowledge, there was no such protest from the parents of District of Columbia school children, nor on the part of instructors and administrators of the schools involved in the track system, or none of sufficient complaint to alter the will of the majority on this issue, or at least majority acceptance of the program.

The protest arose to the point of judicial action on the part of a small group of individuals, none connected with the District school system and none with students attending those schools, I am informed. Certainly on the surface this is enough to arouse the interest of those dedicated to academic freedom, for the decision of Judge Wright certainly tampered with that freedom as I understand the word.

## Academic Freedom Denied

The court suit was filed, I am convinced, to force the removal of Dr. Hansen from the District school system. A recent occurrence at American University involving a professor, was instantly protested by a large group of the students, solely on the basis of academic freedom. Yet, no such protest on Dr. Hansen's behalf was mounted, on American University campus or else where, insofar as I have been able to determine. I am puzzled at this. The ability and sincerity of Dr. Hansen is recognized everywhere. He was, in effect, denied his rights of academic freedom, by judicial fiat instead of ruling by regents or boards of education. His recourse to a hearing depends solely on his ability to raise the money to defend his rights. There has been no popular uprising on his behalf. From the evidence on hand there will be none. Yet, right or wrong, he stands condemned before his fellow educators and the parents and students he has devoted his life to assisting. Why no wrath, no cries of protest, no demands for the free exercise of academic freedom?

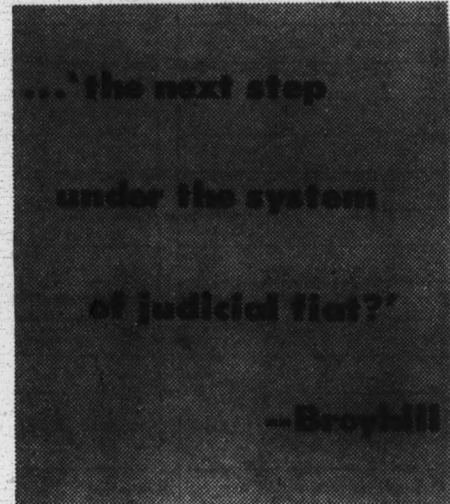
The courts, with massive backlogs of criminal and other judicial determinations on the desks of judges throughout the United States, will more likely than not now be engulfed in legal actions born of the Wright decision, spawned by success of an almost total meddling into the functions of public school systems by outsiders, an odd and inept approach to education, to say the least.

The merits of the Wright decision must now run their weary way through the courts, if there are enough citizens interested in academic freedom to finance the legal actions. I hope that there will be. I hope the academic fraternity, the busy and vast organizations which seek to serve the public and private school systems in the nation, take up the cudgel of freedom in Dr. Hansen's behalf.

## Wall of Separation

I do not believe the court, the Wright court or any other, has an obligation to hear such actions as the Hobson v. Hansen case presented. If the courts so hold as the Wright decision moves

upward to the Supreme Court, the issue then calls for action among the nation's educators and its school boards. Failure to act, to secure the proper legislation or other changes to separate the conduct of our school systems from the heavy hand of the judicial, will mark failure of academic freedom and those who are most determined to maintain it, far more than the academic freedom involved in the dismissal of a professor or the change in administrators of any given institution in the nation, whether it involves grade schools or higher institutions of learning.



What do our people own, what do they control, if not the school systems that educate their children? What is the next step under the system of judicial fiat? .. textbooks? .. school hours? .. thought control? The ultimate disposal of the Wright decision may provide the answers. The fate of academic freedom may well be determined the next few months. A passive disinterest in the issue may be fatal to this freedom and many others.



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# Ask the Pertinent Question

curriculum and "freeing" a child to become all he can become.

If we choose to view the Wright decision as "an effective weapon against de facto segregation," we do so at the expense of our stated quest for quality in education. This search for quality, in all its guises, cannot be seriously considered if it takes place through legislation that inhibits teachers and administrators from providing the groundwork. Or, put another way, if teachers and policy makers in our public schools must gear curriculum to the level of under-achievement that is the norm for disadvantaged youngsters, we will see the advent of a divisive force in education that at best will rob us of talented teachers and productive students and, at worst, will hasten the failure of education in America. The problem is that serious, as we can understand when we project legislative decisions such as the Wright decision into the other cities of America and its suburbs. If upheld, this decision will set the pattern for other cities and suburbs with varying patterns of integration.

The composition of every city is changing, has been changing since the general social upheaval of the Second World War and during the early fifties. It has been just a brief decade or more in which the major social upheavals of our time--social, economic, racial--have shaken the very foundations of our nation. Yet, in this rapid span of change it would seem that more voices are raised in "answer" to the pressing problems of the educator than ever in the preceding fifty-year span. The New Establishment seeks, it appears, to make change for change's sake, and to give it the glorious sounding name of "equality for all." Legal decisions that tie the hands of those entrusted with the futures of the young are judiciously speaking, the province of the people. It is the will of the people in the majority that must be taken into account in the legislation machinery that makes stop-gap decisions in the waves of change which force them.

## Representative Decisions

We come, in citing Mr. Hansen's decision, to the question of boards of education and their policy-making as opposed to that of the superintendent of schools. Perhaps what needs legal decision making is the area of choosing board members who will be truly representative of the community at large. In any case, the superintendent of schools, responsible for the operation of a mammoth enterprise, must be given

the authority to direct that system and its people, which was vested in him by the democratic process. If that choice is removed, whether by an overloaded board of directors or misinformed ministers of the courts, there must be recourse. Appeal, too, is a prerogative guaranteed in America.

We might ask the pertinent question at this point: Is the decision made by Judge Wright, based on de facto segregation through housing patterns primarily, a legal decision in its application to the schools using this criterion? Or perhaps we should re-phrase the question in terms of the basic issue: Is the issue of segregation-integration pertinent to education at all?

The demand that schools be integrated, and the threat of losing government funds if de facto segregation was discovered, remains irrelevant to the Washington case. The central issue, simply stated, is one of the true function and purpose of the public school which is to educate all children, regardless of color or creed.

The reversal prompted by studies of integration-segregation conditions in public schools has taken place; it is the white child who is increasingly segregated and, yes, discriminated against. This is because of the ratios of Negro-to-White students and the housing patterns that prove conclusively that the majority of people do not believe either that integration is the panacea for all the supposed ills of society. For a school system to take measures to insure that all-Negro or all-white schools exist or that they be balanced, is obviously wrong; yet these measures have been adopted into the law of the land. The legal solution seems to be that enforcement of decisions such as the Judge Wright decision in Washington will create the desired "balance" white-to-Negro. The facts prove otherwise.

## Education First

Educators are coming to the inevitable conclusion that their main task is now, and always should be, education. They must educate every child to the level of his ability and with all resources at their command. The assimilation of the under-achieving Negro student must be achieved; but educators rightfully fear that it will be accomplished to the detriment of what they know to be best in the education of the young. Behind the cries for more salary, and status, and better working conditions, lies the defeatist certainty that, having had to take upon themselves all manner of

problems of sociological nature, they must yet teach and produce results from that teaching.

Administrators know that their jobs have been sub-divided into social-cultural areas and burdens for which no manual of training ever prepared them. They are aware that the greatest crisis in education is happening in what might be termed the Eternal Now of action faster-than-thought that characterizes our changing world. They are asked to count heads, Negro and white, or to make out busing schedules rather than to plot the serious and all-encompassing courses of action that will preserve the educational institution and thus preserve the standards of American freedom and values. With defeatism comes resentment and frustration that instead of doing the job for which their own educations have prepared them, and doing it better than ever before in the face of new demands, they must spend their time and training in concern for social problems which the educational institution did not create and cannot hope, singly, to solve.

When we support legal action that is misdirected from its socio-political causes to the schools we undermine those charged with the education of the young--as well as the young themselves. If we cannot comprehend that to allow the rights of educators to be siphoned off a bit at a time is a threat to the total fabric of society, then we cannot seriously say we are American or that we believe in freedom of choice. Expediency for political-social-cultural reasons, in the name of education or, for that matter, integrity, may be condoned today. But millions of children will condemn us tomorrow. That is the choice we must make.

Under the cloak of a "cause for humanity" many of our finest young men and women today are convinced that "the end justifies the means." That is not an American principle; in fact there is nothing principled about this rationale. In the struggle to "save society" we may well be planting seeds of eventual ruin; for if we move away from basic principles because we want a "crash program" to serve as patch-work on the rupture in our human society, we will find it is flimsy fabric indeed. The first storm of protest often leads to expedient decision making and measures that seem, in themselves, more comfortable. Yet, in the face of protest, if our integrity to tomorrow as well as today is intact, we do not weaken, we stand firm. We must love our freedom and defend it; or we shall lose it.

Let us not lose it.



Photo by Beckerman